

FORREST M. BIRD CHARTER SCHOOL PETITION

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STATEMENT OF PHILOSOPHY

Beliefs: *It is not possible to change significantly what happens in the schools unless you change significantly the nature of the human relationships that form the educational process. (Olds & Pearlman, Designing the New American School)*

The truly educated person is one who understands relationships, both academic and personal. By providing a more personal school with smaller class sizes, students can develop relationships with peers, parents, teachers, and community members. By implementing engaging teaching methods, students will have access to their own knowledge and be enabled to integrate their thoughts thus achieving higher levels of thinking.

We are committed to the belief that education is a life-long process in which the classroom is only one arena. Learning best occurs in a creative but disciplined environment, and through the involvement of parents and community members, we can develop a larger community of learners.

MISSION STATEMENT

We create innovative learning opportunities by fostering community, individuality, and imagination.

To fulfill this mission we:

- ♦ Limit our community to approximately 50 students at each of the middle and high school grade levels, 6-12 (prospective enrollment of 350 students, not to exceed 400 total). (Actual grade level enrollments may vary) Provide each student with at least one positive adult adviser/advocate to support student success.
- ♦ Provide students access to innovative pathways, maximizing their post-secondary academic and career opportunities.
- ♦ Facilitate a positive and safe community culture by fostering accountability through high behavioral standards and academic success through integration and project-based learning.
- ♦ Focus on student-family-teacher relationships.
- ♦ Embrace the needs of the student body as the primary focus of our school; therefore, encouraging individuality.
- ♦ Work in collaborative relationships within and outside of the school to promote leadership and mentoring partnerships, and service the greater community.
- ♦ Actively encourage creativity and fun within our school.

TARGET STUDENT POPULATION

It is a fundamental belief of the Forrest M. Bird Charter School board, staff, and parent/student population that multiple pathways should be available to all students. It is towards that end we seek to continue expanding our partnership with the Lake

Pend Oreille School District, #84to ensure all segments of the student population have sufficient choice to meet their educational needs.

Forrest M. Bird Charter School will continue operations at both Middle School (grades 6, 7, 8, for purposes of charter definition) and High School (grades 9,10,11,12 for purposes of charter definition). Targeted class size will range from 15 to 22 students with optimal enrollment at each grade level to reach a total of 50 students.

POTENTIAL IMPACT ON REGIONAL SCHOOL DISTRICTS

We are aware that continuing our charter may impact the local school districts, Lake Pend Oreille School District, Boundary School District, and West Bonner County School District. The migration of students will come primarily from our target population of students currently being lost to other secondary school offerings, such as home school and virtual schools. It is the intent of Forrest M. Bird Charter School to establish a cooperative relationship within the local educational community thereby enhancing quality educational choice for students and parents.,

AIMS, GOALS AND METHODS

Educational Thoroughness

The educational thoroughness standards as defined in Section 33-1612 of the Idaho Code are fulfilled in the following manner:

- 1) A safe environment that is conducive to learning is integral to the Mission Statement and Philosophy of the Forrest M. Bird Charter School. The Operations section of this charter describes the specific standards of operation relative to Health and Safety. In addition, it is addressed within the Disciplinary Procedures of the Procedures section and the Methods of Instruction under the Advocacy/Advisory heading.
- 2) Educators are empowered to maintain classroom discipline through application of the Disciplinary Procedures described within the charter. In addition, the Advocacy/Advisory component, described under the Methods of Instruction, supports educators in developing relationships with students that are based on shared respect and mutual understanding of appropriate behavior.
- 3) At Forrest M. Bird Charter School, the basic values of honesty, self-discipline, unselfishness, and respect for authority underscore the educational program. The Philosophy and Mission statements emphasize the importance of developing relationships between students, family and educators in our community. The student-centered environment supports both our Philosophy and Mission by assuring that all students and educators are held to high academic and behavior standards. In addition, the Advocacy/Advisory component of the Methods of Instruction support the importance of providing students with opportunities to build upon positive values and behaviors that assist in development of self and connection with community. For those students struggling with behavior, the Disciplinary Practices assists in refocusing their energies and holding students accountable in more positive ways.

The skills necessary to communicate effectively are another primary aspect of the Philosophy and Mission of the Forrest M. Bird Charter School. Teaching the importance of communication skills is done through the application of Goals #2 and #4 within the Aims, Goals and Methods section of the charter. These goals in turn are supported by all content area goals described within the Educational Program heading within the same section. The Methods of Instruction section of the charter:

- 4) Explains how the curriculum is constructed and how all four areas address the importance of supporting and encouraging communication skills.
- 5) The Forrest M. Bird Charter School will provide a curriculum to Middle School students which supports future curriculum standards for grades 9 through 12, and an expanded curriculum to High School students with a broad interdisciplinary base, and expanded course offerings through both in-house courses and external partnerships within the local educational community (i.e. Forrest M. Bird High School, Idaho Virtual Academy, etc.). At completion, students will be enabled to maximize opportunities to enter academic or professional-technical postsecondary educational programs. As described within

our Philosophy and Mission, the Forrest M. Bird Charter School believes that “education is a life-long process.” The curriculum and educational structure assist in “creating a community of learners with the ability to read, write, speak and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community.” Additionally, contained within the Aims, Goals and Methods section of the charter, Goal #5 commits the school to providing comprehensive learning opportunities that reflect level appropriate skills in core curriculum components, technology, study skills, physical fitness/health, and the arts. The practices described under the Methods of Assessment section of the charter define the Forrest M. Bird Charter School’s methods for measuring student comprehension and academic progress. In addition to those assessment tools recommended or mandated by the state, the Forrest M. Bird Charter School uses an Individualized Learning Plan and 4 Year Plan, which provides students, parents and teachers a roadmap for meeting each individual student’s needs.

- 6) The charter addresses the importance of providing students the skills necessary to enter the work force within several charter sections. Within our Philosophy and Mission, one of two main initiatives is to provide students with the opportunity to become responsible community members.
- 7) The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, the local community, and the larger global community is a common thread throughout the Forrest M. Bird Charter School Charter. Our Philosophy and Mission statements both focus on life-long learning and a positive, contributory involvement of students in the community. The importance of providing students with community service, mentoring, and leadership experiences is integral to our Methods of Instruction.

Educational Program

All components of the educational program will meet or exceed the State of Idaho educational performance and achievement standards, and will follow the guidelines for accreditation as administered by the Northwest Association of Schools and Colleges.

In order to best serve our students and community, the Forrest M. Bird Charter School will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to State standards.

Aim: *The Forrest M. Bird Charter School will provide a curriculum that is academically challenging as well as engaging, stimulating, and that teaches students how to acquire and use information meaningfully to develop a lifelong love of learning.*

Goal 1: Experiential methodologies, including project based learning and early college access opportunities, will be implemented within school classes.

Goal 2: Students will be able to define a problem, research solutions and articulate a response.

Method:

- Students will produce proposals as an integral part of the project-based curriculum, and culminate in student’s senior projects.

Goal 3: Students will have the opportunity to pursue their passion and develop skills to support their goals.

Method:

- Curriculum may be individually designed as a mentorship, internship, or a specialized class with an expert in the community to meet this goal.

Goal 4: Students will be able to make flexible connections among various disciplines and thoughts.

Method:

- Content curriculum will be presented in an integrated fashion and with immersion focus.

Goal 5: Students will show annual progress in the following areas:

History/Social Studies: Students will understand and apply civic, historical and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Method:

- Social Studies instruction will be interdisciplinary and integrated into the curriculum.

Mathematics: Students will develop the abilities to reason logically and to understand and apply various mathematical processes and concepts including but not limited to arithmetic, algebra and geometry.

Method:

- Math is based on mastery of concepts, with advancement based on successful display of understanding and skills.

Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills, in multiple forms of expression (e.g. written, oral, multimedia), with communication skills appropriate to the setting and the audience. They will comprehend and critically interpret multiple forms of expression.

Method:

- Language Arts is based on mastery of concepts, with advancement based on successful display of understanding and skills.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy and earth sciences.

Method:

- The sciences are interpreted as both skill and content areas and will be taught in both integrated and segregated formats.

Technology: Students will demonstrate functional computer 21st century literacy and develop an awareness and knowledge of the role of technology in today's society.

Method:

- Technology will be integrated into all classes, with additional opportunities for students to excel. **Study Skills and Habits:** Students will develop skills which include note-taking, library research, computer research, time management and studying strategies.

Method:

- Skills will be presented and students will be held accountable for homework and timely completion of assignments.

Physical Fitness and Health: Students will develop knowledge of the pertinent issues of health and physical fitness.

Method:

- Health issues will be discussed using integrated methods. Emphasis will be on lifelong fitness and health.

Arts: Students will participate in creative expression through various forms of the arts.

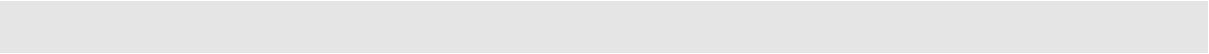
Method:

- The arts will be integrated into all parts of the curriculum and will incorporate artists and musicians within the community.

Methods of Instruction

The curriculum is comprised of 4 components.

2. **Skills:** This area of the curriculum will focus on the development of skills that will allow students to succeed in college and career pathways. These include, but are not limited to, technology, presentation, professionalism, communication, interpersonal skills, debate, problem solving, and persistence. These skills will be taught in conjunction in each content area as relevant. **Content Curriculum:** This area addresses standard content curriculum. This includes ELA, math, social studies, science content, technology, fine arts, dramatic arts and other classes as they are designed. These classes will be designed to be active, participatory and engaging. Project based and differentiated techniques will be implemented to hold and maintain student interest. Evaluation in these classes will be through varied summative and formative assessments including projects, essays, and testing. These courses will be taught in an integrated, collaborative manner incorporating several subject areas concurrently. Grade level curriculum is defined by the State of Idaho to represent minimum goals, although students may progress at their level of competency.
3. **Community Partnerships:** This area of the curriculum ties the student to the community through “real life” situations. Community Partnerships can be integrated with any class or as independent study. They can include community service, job shadowing and mentorship opportunities, pursuing a passion such as a sport, art, technology etc., with an expert in the field, or any number of creative options.

4. **Advocacy/Advisory:** Advocacy/Advisory groups will meet at the beginning of each day. The groups will be consistent during the school year and led by instructional team. This class is a means to monitor students in their academic and personal development, building relationships, addressing behavior and commending their progress. Students will be encouraged to determine topics for these sessions as well as lead them.
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METHODS OF ASSESSMENT

Internal

Evaluation methods will be designed to implement multi-modality strategies. Each student will be required to demonstrate competency in skill and content areas through written tests, written composition, verbal tests, , dramatic, video , musical , and graphic presentation or other appropriate and accountable methods. Students will progress through classes based on competence rather than grade level. Each student's Individualized Learning Plan (ILP) will reflect their level and plan for achievement.

External/Standardized

Each year standardized tests will be administered in accordance with State of Idaho Standards. Forrest M. Bird Charter School will follow all State guidelines and protocols for administering standardized tests, as well as the protocols held by the College Board, ACT or other standardized testing organization where applicable.

All students enrolled in the Forrest M. Bird Charter School will participate in the statewide testing program. The Smarter Balance Assessment Consortium are the minimum standards to be used by every school district in the state in order to establish a level of academic achievement necessary to graduate from Idaho's public schools. Achievement standards are specific subject criteria which, when measured, show a specific level of content knowledge and demonstrated application. The SBAC is offered in the spring each academic year, with curriculum offerings to enable students to pass the SBAC tests with a proficient score as outlined by the State in accordance with education laws.

Forrest M. Bird Charter School students in grades 9 to 12 will also participate in the State SAT and PSAT tests dates. In accordance with IDAPA (08.02.03.105.03) students must take a college entrance exam as a graduation requirement. Forrest M. Bird Charter School uses the information gathered from these testing events as an additional measure of academic achievement.

Compensatory Education

The Forrest M. Bird Charter School will determine need for the federal Compensatory Education Title program as per the eligibility guidelines of the State and Federal program administrators. Students will receive skill level instruction based upon these need determination guidelines which will be integrated into their Individualized Learning Plan.

Limited English Proficiency Services

A Limited-English-Proficient (LEP) student is defined as a student who:

- ♦ has a native language other than English and come from an environment where a
- ♦ language other than English is dominant, or

- ♦ is a Native American and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency, or
- ♦ is not performing at grade level with his/her peers.

Forrest M. Bird Charter School will identify LEP students within the first two (2) weeks of enrolling in school. Identification will initially be through staff observation. If a student is identified as a potential LEP student, then Forrest M. Bird Charter School will send out a home language survey, in the language of the parents, requesting that parents indicate whether a language other than English is spoken in the home.

Students who meet the LEP definition will be given a language assessment and instructional programs that lead to proficiency in English and provide meaningful access to curriculum. They will be placed in an alternative language program. They will be provided the services until they are proficient enough in English to participate meaningfully in the regular educational program.

LEP students will not be placed in special education programs based on the students' inability to speak or understand English, but will be placed in a program that meets their needs, and will not be categorically excluded from gifted/talented programs or other specialized programs.

Being identified as a LEP student will not be a means to segregate national origin minority students.

An LEP student will be integrated back into the regular educational program:

- ♦ when the student is able to keep up with their non-LEP peers in the regular educational program,
- ♦ when the student is able to read, write, and comprehend English well enough to participate meaningfully in essentially all aspects of the school's curriculum without the use of simplified English materials, or
- ♦ when the students' retention-in-grade and dropout rates are similar
- ♦ to those of their non-LEP peers.

Gifted and Talented:

Forrest M. Bird Charter School, in accordance with Idaho Code 33-2003, provides for the special instructional needs of gifted/talented children enrolled therein. Forrest M. Bird Charter School will endeavor to identify gifted and talented students using the "Best Practices Manual for gifted and Talent Program in Idaho". Gifted and Talented candidates will initially be recommended by their teachers and parents. Students who have demonstrated performance in the five talent areas (academic, intellectual, creativity, leadership, visual or performing arts) can be considered for a gifted and talented program. The Forrest M. Bird Charter Gifted and Talented program will effectively identify gifted and talented students and offer a variety of ways to challenge identified students in a meaningful way.

OPERATIONS

Legal Provisions

The Forrest M. Bird Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The board of directors for the charter school shall be deemed public agents, authorized by a public school district or state board of education to control charter school operations. Forrest M. Bird Charter School shall be considered a public school for all purposes, and will not be a religious school, a conversion of a private or parochial school, or a school operated for profit. The roles and responsibilities of the Forrest M. Bird Charter School board of directors are defined within its by-laws.

The petition, if approved, becomes the charter which constitutes the mutual agreement of the district and the non-profit corporation in whole. No alteration or variation of the terms of the charter and no oral understanding or agreement not incorporated herein, unless made in writing between the parties, will be binding.

The failure of the district or the non-profit corporation to insist upon strict performance of any of the terms or condition of the charter will not be construed to be a waiver or relinquishment of any such right or responsibility, unless such waiver is agreed to in writing by both parties.

The non-profit corporation will not, without the written consent of the district, assign the charter in whole or in part. The non-profit corporation may contract for related services as necessary.

As defined by Policy 206, "Charter Schools", of Section 200, "School Board" of the Model Policy Manual, Eberharter-Maki & Tappan, PA, 1999: "A charter school may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes to the same extent and on the same conditions as a public school district. Its employees, directors and officers shall enjoy the same immunities as employees, directors, and officers of a public school. The approving authority of a charter school shall have no liability for the acts, omissions, debts, or other obligations of a charter school, except as may be provided in an agreement or contract with such charter school."

The Forrest M. Bird Charter School will be operated in compliance with the state laws, including statutes and regulations which are applicable to charter schools, during the term of the charter.

Forrest M. Bird Charter School will not use district assets as collateral for loans. The treasurer of the board shall be bonded as stipulated in Idaho Code 33-509.

Governance and Support Provisions

The Forrest M. Bird Charter School will be non-sectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender or disability.

The Forrest M. Bird Charter School will be a legally and operationally independent entity, governed pursuant to the Forrest M. Bird Charter School bylaws. The school will maintain in effect general liability and board errors and omission insurance policies.

Forrest M. Bird Charter School, Inc. is incorporated in the State of Idaho with Federal 501C3 non-profit corporation status.

School Calendar

The fiscal year for Forrest M. Bird Charter School will be the same as that of the Lake Pend Oreille School District #84 (July 1 - June 30). Forrest M. Bird Charter School will follow all State regulations regarding attendance and school hours. However, the Forrest M. Bird Charter School calendar may differ from traditional school calendars as the school explores innovative school design ideas and models.

Parental Involvement Provisions

Aim: *The Forrest M. Bird Charter School will develop a strong parent support system for individual students and for the school.*

- Goal:** The parent(s)/sponsor(s) of each student will be encouraged to participate actively in their child's (children's) educational plan/ILP, through partnership with the student's advocacy/advisory instructor.
- Goal:** The school will communicate regularly with the parent regarding the progress of their child.
- Goal:** Participating parent(s)/sponsor(s) will be encouraged to volunteer support to the school during each school year.

Methods:

- Parent(s)/sponsor(s) will be provided with an admission information packet and upon enrollment the student handbook so they can support the behavior standards and expectations of the school.
- Updates will be sent home on a regular basis with all students via student planners, progress reports, and other methods.
- Orientation and informational meetings will be held throughout the year to build parent involvement.
- Events and presentations will be produced by the students and faculty to demonstrate completed work.

Audit Provisions

The Forrest M. Bird Charter School insures that annual programmatic and financial audits will be conducted through the established procedures required of the schools within the Lake Pend Oreille School District #84. This process will begin after the completion of the each school year and the written audit reports will be available for review by the governance committee and, submitted annually to the Lake Pend Oreille School District #84 School Board. The deadline for submitting these reports

will be September 30th, immediately following the June 30th year end. A copy of the audit, once accepted by the Lake Pend Oreille School District #84 Board of Trustees, will be submitted to the State Department of Education no later than October 15th of each year.

These independent audits will be conducted by an independent source selected by an approved school auditing firm. The Forrest M. Bird Charter School will be audited as a government agency not as a non-profit business. The Forrest M. Bird Charter School will submit a plan to correct any unsatisfactory finding in the report. Semi-annual reports will be given to the Lake Pend Oreille School District #84 Board of Trustees to allow for monitoring the education programs and financial operations of Forrest M. Bird Charter School.

Programmatic Audit

The Forrest M. Bird Charter School shall submit an annual report outlining the academic progress of the student body, an independent audit and the educational progress based on the educational standards. In addition, the Lake Pend Oreille School District #84 will have the opportunity to review curriculum outlines, instructional materials and student assessments on a quarterly basis. District officials will be invited to attend student presentations, special assemblies and workshops.

Financial Audit

Forrest M. Bird Charter School will contract to conduct an annual financial audit. As defined in Idaho Code 33-701 Subsection 6, a full complete audit will be conducted yearly by a qualified and independent CPA chosen by the board of directors and contracted by the Forrest M. Bird 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 Forrest M. Bird Charter School will utilize the current system implemented Idaho Department of Education as the base for its financial system and reports. The Lake Pend Oreille School District #84 as the charter authorizer is not liable for the acts, omissions, debts or other obligations of the charter school and the Board of Directors of the Forrest M. Bird Charter School assumes this liability. The audit will be part of the annual report to the board of Lake Pend Oreille School District #84 as part of the agreed upon performance agreement.

Food Service Provisions

At this time the Forrest M. Bird Charter School is not providing food service, however in consideration of the needs of families eligible for subsidized meal programs reserves the right to explore opportunities to add this service

Forrest M. Bird Charter School is accredited by the Idaho State Board of accreditation in accordance with requirement of IDAPA 08.02.02.140, and shall maintain accreditation at all times by conforming to accreditation requirements.

PROCEDURES

Administrative

Supervision of school operations shall be provided by the School Administrator who shall be answerable to the Charter School Board of Directors. The Administrator shall be directly responsible for: implementing the school's academic program, attaining the objective of academic achievement, managing the facilities and support staff, evaluating and recommending certified staff, creating and maintaining a school climate that is disciplined, orderly and conducive to learning, and nurturing a strong relationship among teachers, students, parents and the community. The School Administrator will work with staff in providing services to students and their families. This position will also be directly responsible for all budget tracking and recordation, documentation, record keeping and supporting all operational procedures and processes.

Records Management

All student and personnel records will be maintained in strict confidence and handled according to school policy and procedures outlined in the state guidelines for Management of Student Records in accordance with the Family Educational Rights and Privacy Act (FERPA), and Section 33-518 Idaho Code. In addition, the Forrest M. Bird Charter School will adhere to Idaho Statutes 9-337 and 9-348 and to the confidentiality and access rules set forth in Chapter 7, Section 4, regarding the handling of student record for student with disabilities.

A request of Transfer of Records form will be provided to each parent/guardian of enrolling students. The sending school should process the Request of Transfer of Records form in a timely manner as not to disrupt the education process of the student at the charter school. The sending school should document in writing the request, date records were transferred and how record were transferred, such as mailed, or hand carried. Requests for records of students transferring into the Forrest M. Bird Charter School shall be the responsibility of the transferring students and their parent or guardian.

The Forrest M. Bird Charter School will process a transfer request within ten (10) days so as to not to disrupt the education process of a student transferring to another school. This transfer should be documented with the same information as required by sending schools.

Upon revocation or voluntary relinquishment of the charter, the Forrest M. Bird Charter School will transfer all student and staff records to the district office within three working days. The records will be in good order, easily accessible and clearly labeled as to their contents and sensitivity.

Health and Safety

Forrest M. Bird Charter School will comply with all applicable provisions and procedures as outlined in Idaho Code for the health and safety of its staff and student body. These include but are not limited to evidence of vaccination for all enrolling students and the provisions of Idaho Code 33-130 which requires criminal history checks for all employees. The general safety and health standards as outlined under the provisions of the educational occupancies guidelines furnished by the State Department of Education shall apply.

The Forrest M. Bird Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carrier and at a minimum address the above and following topics.

Health:

The school shall to provide adequate record keeping, immunization and health related services.

- Policies relating to preventing contact with blood borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing the school as a gun-free, drug, alcohol and tobacco free workplace.

Safety:

The facilities will be inspected as provided in section 39-4130 of Idaho Code for compliance with applicable codes. Following the inspection, the Forrest M. Bird Charter School shall within 30 days, (1) correct any deficiencies in the inspection report, or (2), if the corrective action requires structural modification, file a written plan with the inspecting agency for the correction prior to the beginning of the following school year, and operate the school in the interim at the proposed or alternate site.

- Policies and procedures for response to emergencies including natural disasters, fires, storms and any other declared emergencies.
- A policy that the school will be housed in facilities that have received Fire Marshal approval and have been evaluated by a qualified structural engineer or building contractor who has determined that the facilities are safe for occupancy.

Policies will be incorporated as appropriate into the Forrest M. Bird Charter School's student and staff handbooks and will be reviewed on an ongoing basis.

Transportation

Student transportation needs may be negotiated by mutual agreement with a private carrier.

Transportation for students with special needs shall be provided pursuant to the applicable law (IDEA, 504, ADA).

Admissions Procedures

Forrest M. Bird Charter School will actively publicize the admissions policies of the school through local media outlets. Prospective students and their parent(s)/sponsor(s) will be given a packet of information regarding the philosophy of the school, behavior and academic standards and admissions materials. Admissions materials include: application, student contract, personal statement/goals, medical release/health form and dress code. Open enrollment will be obtained through public notification and continued efforts to attract interested families.

Completed applications will be accepted during a specific time frame, and designated date, time, and place for submission will be published in local media outlet based on FBCS School Board establishing open enrollment period.

The Forrest M. Bird Charter School will be open to all children, on a space available basis. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs will not be a factor in admission decisions.

Forrest M. Bird Charter School will not charge tuition, levy taxes or issue bonds. Forrest M. Bird Charter School may assess a fee only for voluntary extracurricular activities, after school programs, and/or for items or services that exceed program or class requirements.

Description of Attendance Area:

The attendance area shall comprise Lake Pend Oreille District #84, then Bonner County and finally the State of Idaho.

Enrollment:

School enrollment for grades 6-12 will be approximately fifty students per grade level, for a prospective enrollment of 350 students, and shall not exceed 400 students. If there are more eligible applicants than space available, preference will be given to those students who reside within the Lake Pend Oreille School District #84. The second preference will be determined by establishing grade level numbers to create instructional balance. The third preference will fall to those applicants outside the authorizing district. Enrollment preference will be given to returning students and to siblings of already-enrolled students and students of employees.

Over Enrollment

Two lottery pools and two waiting lists will be established to handle overflow during open enrollment. The primary pool will be those students residing within the authorized district. The secondary pool will be those students residing outside the district. The lottery will be open to all, will not rely on computers, and will be easily understood and followed by all observers. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will be held until all spaces are filled. Once all spaces are filled the drawing will continue to establish a waiting list. Students

will be placed on the waiting list in the order their names are drawn. Students whose applications are received after the deadline will be placed on the list in the order their applications were received.

Dual Enrollment

The Forrest M. Bird Charter School students have dual enrollment privileges for academic purposes in the sponsoring School District, providing there is available space. Students attending schools within Lake Pend Oreille School District #84 also have enrollment privileges for academic purposes, and may attend the Forrest M. Bird Charter School if space is available. Neither the school nor the district are ~~not~~ required to provide dual enrollment if requested. Each request will be evaluated on a case-by-case basis.

The school that reports attendance on dual enrolled students agrees to pay a fee to the school that does not report attendance to cover educational cost. The Forrest M. Bird Charter School and the Lake Pend Oreille School District will establish a mutually agreed upon formula to determine that fee. Only the school where the student spends the majority of time should report attendance.

Students attending the Forrest M. Bird Charter School may participate in non-academic/extracurricular activities within the attendance boundaries of the Lake Pend Oreille School District #84.

Dual enrollment opportunities with other external academic entities (i.e. Idaho Virtual Academy) will be evaluated on a case-by-case basis, and shall comply with the same attendance reporting and fee payment terms described above.

Disciplinary Procedures

Forrest M. Bird Charter School recognizes that effective instruction requires an orderly environment focused on learning and that the school has an important role to play in supporting parents' efforts to teach basic values to their children. The Forrest M. Bird Charter School code of conduct clearly defines expectations and school policies. Appropriate conduct in every school setting is expected and enforced. Our teachers will be empowered to maintain classroom discipline. They will use differentiated methods to address student behaviors. Denial of school attendance to any student may be based on habitual truancy, who is deemed incorrigible, or whose conduct in the judgment of the Board of Directors of the public charter school, is such as to be continuously disruptive of the school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in the state or another state. The Forrest M. Bird Charter School shall comply with Idaho Code 33-512 and 33-5205(s).

The Forrest M. Bird Charter School's disciplinary procedures are as follows: Any behavior which reasonably would be considered dangerous or threatening to the student, or to other student, staff, or their property or property of the school, will be dealt with immediately by the school administrator/staff. At the least, the student will be temporarily removed from the class, until the administrator/staff decides

when his or her return is appropriate. Parents of the student will be notified of the behavior, and of any immediate action taken. Parent and the administrator/staff, in consultation, will determine if any additional corrective measures are necessary. If no agreement can be reached between them, either party may bring the issue before the Board of Directors for decision. Whenever that decision is not mutually agreeable, parents retain the right to withdraw their child from the Forrest M. Bird Charter School. Similarly, the Board of Directors retain the right to dismiss the child from the school after the appropriate due process procedures identified in Idaho Code 33-205 have been completed.

Notification of Disciplinary Rules:

The student handbook will contain official notification of disciplinary rules, set forth in an age appropriate manner, as required by Idaho Code section 33-512. Every enrolled student will be given a handbook with attached signature acknowledgment form that they have read and understand its contents. This signature form will become a part of the student's personal record. Denial of enrollment for disciplinary reasons shall comply with the above named section of the code. Language minority students and their parents will be advised of all disciplinary procedures and rules in their native language.

Suspension:

Forrest M. Bird Charter School will maintain a safe educational environment for students and staff. Disciplinary measures will be taken when students do not follow the behavior code as outlined in the student handbook. In-house and out of house suspensions, when appropriate, will be administered by the school administrator, parents immediately notified, and a plan determined for the student's return. Student records will be kept to identify reoccurring behaviors, subsequent discipline plans, and frequency. If a student remains out of agreement with the behavior code they will be considered for expulsion.

The procedure for the suspension of students will follow the law specified in Idaho Code 33-205. Suspension will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Parent/Guardian Incident Notification Procedure (written and/or verbal)
- Peer Mediation and/or Administrator Intervention in addition to #1.
- Three (3) day suspension: The student will be eligible to return to school after that time and after a conference with student, parents and team or its designee(s) has taken place.
- Five (5) day suspension: The student is eligible to return to school after that time, after a conference with the student, parents and team or its designee(s) and after the student has demonstrated participation in or completion of agreed upon corrective measures.

Expulsion, Re-enrollment

The Forrest M. Bird Charter School Board of Directors may expel any student found in possession of a weapon, or involved in any activity involving illegal drugs or

alcoholic beverages, or who physically threatens any other person at the school. The Forrest M. Bird Charter School will comply with all rules and statues relative to Safe and Drug-Free Schools.

Expulsion will be referred to the Forrest M. Bird Charter School Board of Directors for a hearing and review according to the right of due process. Students will only be re-enrolled by approval of the Board of Directors.

The procedure for expelling and re-enrollment of students will follow the law specified in Idaho Code 33-205. Expulsion will be considered only as the final option in a series of efforts to avoid such measures as explained under the "Suspension" heading and including but not limited to the following steps:

- Expulsion until next calendar break, semester, rest of year. A hearing with Forrest M. Bird Charter School Board of Directors will be arranged in a timely manner (no more than 10 days).
- Re-enrollment after meeting with the Board of Directors, at parent's request and may be dependent upon whether the student has demonstrated participation in or completion of agreed upon corrective measures.

The Forrest M. Bird Charter School Board of Directors will comply with Idaho Code 33-205 in limiting enrollment for disciplinary reasons.

Discipline of Students with Disabilities

Disciplining students with disabilities shall comply with Idaho Code 33-205, the 1997 Individuals with Disabilities Act and the current Idaho Special Education Manual and all revisions, thereof.

Students with Special Needs Procedures

FBCS is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. We are also committed to serving children with special needs whether such children are currently or newly identified as such. FBCS will not deny admission to students on the basis of disability. No student will be excluded from FBCS, counseled out, or referred to other schools in the district because of their special needs.

The Forrest M. Bird Charter School provides through its curriculum design and educational program a structure that meets the needs of academic at risk students, which includes special needs students. All students work within their zone of development to maximize their Individualized Learning Plan (ILP). This helps to insure that special education students will be instructed in the least restrictive environment and in a manner that no other student will have cause to know that these students are in a special education program.

Section 504

FBCS will be responsible for identifying and serving students with a 504 Accommodation Plan. Any student who has an objectively identified disability, which substantially limits a

major life activity such as learning, is eligible for accommodation by the School and shall be accommodated

A. Free and Appropriate Public Education (FAPE)

1. Compliance with Federal and State Law. The Board acknowledges the right of every student to receive a quality education; consequently, FBCS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 2004, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The FBCS Special Education administrator, school administrator or academic counselor will be the IDEA, Section 504, and ADA Compliance Officer.

2. "Idaho Special Education Manual". FBCS board will adopt as policy and comply with the most up-to-date version of the "Idaho Special Education Manual Revised 2009 and replacement pages." The "Idaho Special Education Manual" will guide all special education services, data collection, and monitoring requirements, and will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary. Electronic copies of the Procedural Safeguards Notice from the Idaho Special Education manual will be available on the school website. The section specifically addressing charter schools will be referenced, Primer on Special Education for Charter Schools revised 2007.

3. Differentiated Instruction. "Differentiated instruction" is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs." All successful teachers differentiate instruction to meet their student's needs. All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. FBCS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

4. Policies and Procedures. The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Principal/Designee. All students at FBCS will receive appropriate services as outlined in the following provisions.

5. Resources. The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab 2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students' Individualized Education Program (IEP).

6. Enrollment. FBCS will not deny enrollment to a student with a disability solely due to that

student's need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services.

7. Information Management. FBCS will use the forms for special education as outlined in the "Idaho Special Education Manual."

8. Multidisciplinary Teams. Multidisciplinary teams will be formed to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the "Idaho Special Education Manual," Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

9. Individualized Education Program (IEP). In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student's general education teachers, a special education teacher, parents/guardians, an administrator, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certificated special education teacher, or an educational assistant under his/her supervision, will provide services in the least restrictive environment depending on the degree of intervention necessary to meet the student's needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. If an IEP team determines that the student's academic needs cannot be met on site, FBCS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

10. Screening. The Principal/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. The school website, advertisements, and all published materials will indicate that the school is a public school and therefore provides a free and appropriate education to students with disabilities. As outlined in the "Idaho Special Education Manual," FBCS will:

a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system. The system based on the RTI model will include scientifically research based interventions, problem identification and analysis, and progress monitoring.

b. Ensure that staff and the school's constituents are informed of the availability of special education services.

c. Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

d. The implementation of the RTI process and the completion of data collection requirements will not impede or result in any delays in student referrals.

11. Least Restrictive Environments (LRE). In compliance with the “Idaho Special Education Manual” and as identified on each student’s IEP, FBCS will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be FBCS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

a. Based on student’s IEP: The student’s IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student’s IEP and unique needs that result from his or her disability, not on the student’s category of disability.

b. Age Appropriate Peers: Students with disabilities will be educated with age appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student’s home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

d. Harmful Effects: Consideration will be given to any potential, current or long term harmful effect on the student or on the quality of services the student needs, including the student’s ability to graduate and achieve their post high-school goals.

e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. FBCS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, travel and Positive Behavioral interventions.

f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

12. Research Based Curriculum and Interventions. The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of

students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction. Positive Behavior intervention Plans (PBIS) and Behavior Intervention Plans (BIPS) will be utilized when a students' behavior impacts their learning or the learning of others, either as part of the RTI process or as part of a manifestation determination.

13. Grading Procedures for Special Education Students. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual:"

- a. Grades cannot be modified on the basis of special education status alone.
- b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
- c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
- d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate.

14. Discipline. All students, with teacher leadership, will work toward meeting the academic, cultural, behavioral and acceptable disciplinary expectations. Special Education students AND regular students will be treated fairly. Multidisciplinary teams will be formed to address disciplinary problems by special education students. FBCS employees will follow the most current "Idaho Special Education Manual" (as currently defined in Chapter 7, Section 12, and titled "Student Discipline") to address these issues. The discipline policy as set forth in the "Idaho Special Education Manual" will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

- a. A demonstration of the disability that is an inability to understand impact and consequences or an inability to control behavior,
- b. the result of an inappropriate placement, and/or
- c. the result of the lack of provision of services consistent with the IEP and placement.

15. Contracts. FBCS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

16. Personnel. The Board and Principal will hire necessary highly qualified personnel or contract for services to ensure proper oversight of the program and provide the required services for the students. At a minimum, the school will employ a part time special education certified teacher/coordinator.

17. Professional Development. All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities

who are enrolled in the school. The Principal/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

18. Transportation. Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door -to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school's physical location.

19. Special Programs and Interventions. Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, FBCS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

20. Parent Participation. The Board understands the importance of parent participation in their child's education. Consequently, FBCS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time. Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision.

If parents disagree with the determination, a request for a due process hearing may be made. The process will proceed as follows:

Two separate processes will be followed for due process. The state due process for IDEA will be followed as per state policy and the federal process for 504 will be followed as per federal guidelines. Appeals may be taken as provided by law. The parent may contact the Idaho State Department of Education, Division of Student Achievement and School Accountability, P.O. Box 83720, Boise, Idaho 83720-0027. (208) 332-6910, TT: 800-377-3529. .

21. Confidentiality. FBCS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

- a. Upon enrollment of a student, FBCS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information.
- b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).
- c. FBCS will maintain, for public inspection, a current listing of the names and positions of those

employees within the school who may have access to personally identifiable information. FBCS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

FACULTY AND STAFF

Hiring Practices for Certificated and Non-Certificated Staff

The Forrest M. Bird Charter School will attempt to recruit and hire the best teachers available. Job vacancies will be posted and advertised through a variety of resources, such as the Department of Education and Department of Labor websites, and newspapers. An interview team will be selected to screen and interview potential candidates. The Board of Directors will make final approval for all employees. The Forrest M. Bird Charter School reserves the right to hire any qualified person for temporary assistance under the direct supervision of certified staff members.

The employees of the school will be classified in three areas: Administration; Instructional; Classified which includes staff that are serving in support roles to keep the school operating, such as teacher assistants and office personnel; Other Contracted Personnel, such as maintenance and custodial positions.

Forrest M. Bird Charter Schools will not discriminate on the basis of any criteria specified in federal and state mandates. Hiring practices for employees shall be governed by the State of Idaho and Idaho Code 33-513 et. seq. Forrest M. Bird Charter Schools will use state-approved forms for its certificated employees.

Entry into an employment contract with the Forrest M. Bird Charter School will be deemed a resignation from the Lake Pend Oreille School District.

Assignment:

No employee of the Lake Pend Oreille School District will be involuntarily assigned to work for Forrest M. Bird SCharter school.

Right to Return/Transfer

Any employee resigning from Lake Pend Oreille School District #84 to work in the Forrest M. Bird Charter School, may apply for reemployment in the school district or any other employment deemed acceptable, at any time.

Qualifications Certificated and Non-Certificated Staff

Administrative and instructional staff will hold the required education degree from an accredited post-secondary institution and be certified for that position in the State of Idaho, unless a waiver or any of the limited certification options provided by the State Board of Education. Classified employees will be interviewed, hold a

high school diploma, meet state safety guidelines, and be approved by the Board of Directors.

Forrest M. Bird Charter Schools will require that all individuals to be employed must adhere to the responsibilities and possess the qualifications identified in the posted job description.

Employment Status

All certificated teachers in Forrest M. Bird Charter Schools will be considered public school teachers.

Criminal Background Checks

Forrest M. Bird Charter Schools will require criminal background checks on all certificated, non-certificated, part time and full time personnel as set forth in Idaho Code 33-130. Forrest M. Bird Charter Schools require that this will be done within ten working days of hire.

Retirement, Social Security, Worker's Compensation, Unemployment

In accordance with Idaho Code Section 33-5205 (3)(m), all charter school personnel shall be covered by and subject to the public employee retirement system, federal social security, federal and state employment taxes, unemployment insurance and worker's compensation insurance. Each certified employee shall be entitled to and be allowed released time for service on committees and commissions established by the State of Idaho or established by the legislature or established by any of the agencies of the State of Idaho.

Teacher Representation

A unit of teacher representation may be decided by a majority vote of the certified staff. This unit may participate in collaborative discussions and negotiations with administration and the Board of Trustees.

Faculty and Staff Dispute Resolution

The purpose of the dispute resolution process is to have the school community resolve issues in-house in an amicable and fair manner whenever possible. The Board of Directors is empowered under this charter agreement to enter into agreements of mediation or arbitration with an impartial mutually agreed upon disinterested panel or judge.

Supervision, Evaluation, Probation and Dismissal for Certificated and Non-Certificated Staff

Forrest M. Bird Charter Schools will develop policies in which criteria and procedures for the evaluation of certificated (and non-certificated) personnel are established. The process of developing criteria and procedures for certificated and non-certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The

evaluation policy will be a matter of public record and communicated to the personnel for whom it is written.

Forrest M. Bird Charter School will evaluate all certificated and non-certificated personnel on a fair and consistent basis. At a minimum, all certificated personnel will be observed at least once prior to the end of the first trimester and again by the end of second trimester . Evaluations will occur in third trimester. All renewable contract personnel will be evaluated at least once annually.

Forrest M. Bird Charter School evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code).

Forrest M. Bird Charter School policies will include, at a minimum, the requirements for Educator Evaluations as set forth by the Idaho Department of Education.

All employees of the Forrest M. Bird Charter School will be supervised and evaluated by the school administrator to maintain the highest professional standards.

Supervision and evaluation shall be the responsibility of the Administrator.

Grievance Procedures: Non-Certificated Staff

Forrest M. Bird Charter School will follow the procedures as defined by Policy 476, Section 400, "Personnel" of the Model Policy Manual, Eberharter-Maki & Tappan, PA, 1999.

Confidentiality/Access to Personnel Records:

Permanent records of each certificated and non- certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Forrest M. Bird Charter School will comply with all mandated procedures for insuring the confidentiality of and access to personnel records.

CHARTER PROVISIONS

Charter School Agreement

The petition, when approved, becomes the charter which constitutes the mutual agreement of the school district and the non-profit corporation in whole. No alteration or variation of the terms of the charter and no oral understanding or agreements not incorporated herein, unless made in writing between the parties, will be binding.

The Forrest M. Bird Charter School or its representatives will not, without the written consent of the Lake Pend Oreille District's Board of Trustees, assign or

transfer the charter in whole or in part. The Forrest M. Bird Charter School may contract for related services as necessary; however, if the contract is with the Lake Pend Oreille District then the contract would need Board of Trustee approval.

Waivers

The Forrest M. Bird Charter School is exempt from rules governing school districts which have been promulgated by the state board of education or by the superintendent of public instruction, with the exception of state rules relating to the waiver of teacher certification as necessitated by the provisions of section 33-5202(3)(g), Idaho Code and other provisions directed specifically for charter schools.. State and federal laws cannot be waived. The Forrest M. Bird Charter School will apply for a waiver of rules that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. Application for a waiver will be directed to the appropriate oversight agency. No waiver will be granted if it threatens the health, safety, or welfare of students. Once granted, exemptions will be in effect for the life of the charter. To obtain a waiver of rule, the waiver must be specifically requested by both citing the rule to be waived and providing an explanation of why the rule needs to be waived. Any changes and modification of the charter will be through written formal notification and must be approved by the Lake Pend Oreille District #84 School Board and the Forrest M. Bird Charter School Board of Directors.

Dispute Resolution

The Forrest M. Bird Charter School Board of Directors will work with the Lake Pend Oreille School District #84 to establish procedures and processes for airing and resolving internal and external disputes. Internal complaints will follow policies and procedures established by the Forrest M. Bird Charter School. The Forrest M. Bird Charter School shall refer all complaints regarding the school's operation to the school administrator as soon as possible, but not later than three calendar days.

Additions, Deletion and Modification

Any additions, deletions, or modification of the charter will be attached as an amendment and must be approved in writing, dated and signed by the chairman of the Lake Pend Oreille District #84 School Board of Trustees and the chairman of the Forrest M. Bird Charter School Board of Directors. Representatives of the Lake Pend Oreille School District #84 School Board of Trustees and Forrest M. Bird Charter School Board of Directors may, at any time, make proposals to modify the charter. In the event the proposal is unacceptable to the other entity, a written response will be submitted within thirty (30) days of receipt of the proposal, unless a longer time period is agreed to by the parties.

Likewise, any element of the charter that, through legislation or legal ruling is deemed to be outside the intent of the Idaho Charter School Act of 1998 will be removed from the charter. Such a situation would not result in the loss of the charter. Any material revisions of the charter may be made only with the approval of the Lake Pend Oreille District #84 School Board of Trustees.

The terms of this charter are several. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by the governing boards of the District and Forrest M. Bird Charter School. The Lake Pend Oreille School District #84 and the Forrest M. Bird Charter School are encouraged to meet, discuss and resolve any issues or difference relating to invalidated provisions in a timely manner.

In the event that there are changes in the governing laws during the term of the charter, the Forrest M. Bird Charter School and the Lake Pend Oreille School District #84 will agree to make appropriate modifications to the charter to reflect the current law.

Revocation

The charter of the Forrest M. Bird Charter School may be revoked by the original granting authority if the school has done any of the following:

- ♦ Committed a material violation of any condition, standard or procedure set forth in the charter petition.
- ♦ Fails to substantially meet any of the student educational standards defined in the charter.
- ♦ Failed to meet generally accepted accounting standards of fiscal management.
- ♦ Failed to submit required reports to the authority which authorized the charter.
- ♦ Violated any provision of the law.

The Lake Pend Oreille School District #84 Board of Trustees, when it receives sufficient documentation to warrant possible revoking this charter, will notify the Forrest M. Bird Charter School administrator and its board of directors. The Lake Pend Oreille School District's Board of Trustees will grant the Forrest M. Bird Charter School the appropriate time (usually ten school days) to respond to the notice and take appropriate corrective action before revoking the charter.

The Lake Pend Oreille School District #84 Board of Trustees being the original granting authority may pursue revoking the charter if a condition(s) as outlined above are presented. If these conditions exists and the corrective action plan fails to resolve the complaint/concern then depending on the severity of the situation, the school board may schedule a hearing to review or consider action to revoke the charter. In the event that the issue is not deemed to be a basis for revocation, the parties involved may be asked to participate in non-binding mediation.

A decision to revoke a charter may be appealed directly to the State Board of Education. The state Board will essentially follow the procedure as provided in Section 33-5207, Idaho Code.

APPENDICES

APPENDIX A

Definitions

Educated Person: One who understands relationships; both academic and personal. By providing a smaller, more personal school and class sizes, students can develop relationships with peers, parents, teachers and community members. By implementing engaging teaching methods students will have access to their own knowledge and be enabled to integrate their thoughts thus achieving higher levels of thinking.

Certificated Employee: A certificated employee is one who is hired to instruct, supervise or administrate at Forrest M. Bird Charter School. The certificated employees will hold an elementary or secondary teachers certificate and the administrator will hold an administrative certificate received from the Idaho State Board of Education.

Content Curriculum: This area addresses social studies, science content, technology, fine arts, dramatic arts and other classes as they are designed. The courses within this curriculum will be taught in an integrated manner incorporating several subject areas concurrently. (See description page 8)

Individual Learning Plan (ILP): The plan developed for each student based upon the assessment and evaluation of each student's skills. (See description page 12)

APPENDIX B

Liability Insurance

Charter schools shall secure insurance for liability and property loss in the amounts required by state law. Provision for liability and property loss, with limits not less than that of the Lake Pend Oreille School District #84 shall be made for general liability, auto liability, professional liability, and directors and officers liability in the annual budget. The Forrest M. Bird Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. A copy of the proof of insurance will be given to the Lake Pend Oreille School District #84 each time it is renewed to insure continuous coverage. Lake Pend Oreille School District #84 shall be given sixty days notice of cancellation or non-renewal.

APPENDIX C

Educational Thoroughness Standards

Idaho Code §33-1612 et. seq.

1. A safe environment conducive to learning
2. Educators are empowered to maintain classroom discipline
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized
4. The skills necessary to communicate effectively
5. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs
6. The skills necessary for students to enter the work force
7. The students are introduced to current technology
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities