

Rolling Hills Public Charter School

Charter

Approved by the Idaho Charter School Commission

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Summary of the Petition for Rolling Hills Public Charter School

Mission and Purpose. The Rolling Hills Public Charter School, Inc. (referred to herein as Rolling Hills Public Charter School, RHPCS, or Charter School) mission is to develop students who are competent, confident, productive, and responsible young adults with the academic achievements, skills, and attitudes necessary to succeed in high school, and to be offered a post-secondary education and satisfying employment. The school seeks to develop an educated citizenry for the 21st century through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information, and problem-solving skills. They will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.

Board of Directors. Rolling Hills Public Charter School, Inc. is a non-profit corporation under the Idaho Nonprofit Corporation Act. The Board of Directors are the public agents that control and govern the Charter School. The Board of Directors will approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The initial Board of Directors will consist of no fewer than five (5) and no more than seven (7) members elected by the founding Advisory Board. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation. Yearly elections will be held according to the Bylaws of the Rolling Hills Public Charter School Corporation (refer to Articles of Incorporation and Bylaws attached as Appendix B of the Charter application). Terms will be on a rotational basis. The Board of Directors will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public.

Type of School. Rolling Hills Public Charter School will be a new public charter school, not a conversion or replacement of an existing school.

Educational Program. Rolling Hills Public Charter School curriculum will be aligned with the Idaho State Standards and will contain both traditional academic subjects and additional world history and language areas that make the Charter unique. The Idaho State Department of Education's curriculum serves as the starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas--

language, arts, math, science, and social studies--are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education. The language arts program uses the Spalding method to teach reading, writing, and spelling, and the Shurley Method to teach grammar. Its goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. This approach allows students to experience the excitement of science so they can better understand facts and concepts. Math will be taught through direct classroom instruction, including verbal drills, with Saxon math used for homework. Social studies will follow the basic elements of Idaho State Department of Education curriculum. We desire to instill in our students a love of local, state, national, and world history. Environmental education will emphasize an awareness of the critical relationships between the built and natural environments. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges.

Innovative Features. Rolling Hills Public Charter School's innovative features include: a comprehensive world history program; foreign language instruction; an innovative piano program; environmental education and community service program; a focus on reading and language excellence through the use of the Spalding method, and other unique teaching methods; and use of the Harbor method of discipline.

Staff and Administrative Composition. Rolling Hills Public Charter School's full-time faculty will meet or exceed qualifications required by state law. The Principal of the school will be a certified administrator, and faculty and staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff. RHPCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

School Facility and Attendance Area. The Charter School attendance area will be a 2-mile radius around the school. Prior to the start of school, the facilities will be inspected to ensure compliance of applicable state and federal guidelines.

Grade Levels and Projected Enrollment. Initially, the Charter School plans to offer Kindergarten through Grade 8 expanding through Grade 9 in the second year. Classes are expected to range in size from 25 to 30 students, for a total projected enrollment of 250 to 300 students during the initial school year, reserving the option to grow the number of classes per grade in ensuing years.

Funding Sources. Basic funding for the school will be provided as stipulated in Idaho Code Chapter 52 Title 32-5208. Additional supplementary fundraising will be conducted by the school's Parent-Faculty Association (PFA) through a variety of sources. No tuition will be charged.

Student Transportation. Student transportation will be decided upon approval of final site plans.

Food Service. No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

Contracted Services. The following services may be subcontracted under a separate annual contract agreement: payroll, accounting, purchasing, food service, additional special education services, activity programs, retirement benefits, or health insurance.

OVERVIEW

Change will be a core characteristic of the 21st century. The future workforce will change jobs an average of eight times during their working lives, and as knowledge continues to increase, information management, technology, and communication will become tools for success. Systems Theory reverses the historical tendency to view reality as a set of divided and static components in favor of dynamic and interconnected subsystems that are embedded within one another. Successful workers, therefore, will need to acquire systems thinking and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn, and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, they will be required to have some education or retraining at an institution of higher learning.

Rolling Hills Public Charter School will enhance the learning skills and academic building blocks that foster high achievement in academic and behavioral standards to encourage self-motivation and lifelong learning. Through use of the Spalding method for teaching language arts and other innovative teaching methods and the Harbor School method of discipline, the school will work to ensure that each student reaches his or her capacity as a learner and retains the joy of accomplishment necessary to continue learning. The high test scores by students in a school using similar methods suggest the importance of such an approach and its potential for students in the Charter School.

I. EDUCATIONAL PHILOSOPHY AND MISSION

A. Core Philosophy

The philosophy of the Rolling Hills Public Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning. Rolling Hills Public Charter School's philosophy is that learning occurs when:

- learners construct meaning,
- learners see the connection between what they learn and the real world,
- learners are actively engaged in purposeful tasks,
- activities are integrated and meaningful,
- learners work individually and as members of a group,
- learners work side by side with community members to develop solutions and opinions on issues that can be presented to local policy makers,
- learners are expected and encouraged to learn,
- learners internalize that what they learn and do in school makes a positive change in the community,
- challenged learners have an individual plan, and support is an intrinsic part of the educational program,
- learners are supported with coaches, mentors, and advocates,
- all learners have advanced learning opportunities,
- learners see themselves as part of the community and find ways to serve the community.

Students, parents, and teachers will experience peace of mind in the Rolling Hills Public Charter School setting because of a commitment to the concept that each child has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. We also believe that a kind environment should be extended through the potentially tumultuous junior high years.

B. Underlying Scope and Purpose

1. Target Student Population

Rolling Hills Public Charter School intends to serve students of Kindergarten through Grade 8 in its first year, with expansion to Grade 9 in the second year. Expansion will be at the discretion of the Charter School Board of Directors based on enrollment demand and adequate finances.

2. Perceived Need for the Charter School

Rolling Hills Public Charter School plans to create an educational setting that is optimal to prepare our children for the future work place. The future work place requires foreign language, environmental understanding, and in-depth knowledge of technologies. In addition to these skills, our children also need to learn teamwork, cooperation, and problem solving.

Rolling Hills Public Charter School will differ from other charter and district programs in its study of world history and economics, a second language, arts program, a music/piano lab, integration of technology as a learning tool, integration of community service into the learning process, and various innovative teaching methods including a direct teaching approach. *In order to prepare students for the global marketplace that is the future, cultural literacy and foreign markets will be a focus.*

The surrounding area will provide a unique learning atmosphere in the environmentally rich Dry Creek/foothills area. There will be numerous opportunities for community involvement in the school, increasing opportunities for field learning, service projects, and internships. In this setting, the school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

3. Curriculum Focus

The curriculum of Rolling Hills Public Charter School will contain both traditional academic subjects and additional historical instruction that make the Charter unique. The Idaho State Department of Education's curriculum serves as a starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas—language, arts, math, science, and social studies—are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education.

4. Core Values

Rolling Hills Public Charter School's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, kind environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

5. Goal Attainment

Rolling Hills Public Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student body of the Charter School will be small in size, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge about what has been taught and about which students struggle with which concepts. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

6. School Status

Rolling Hills Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private or parochial school, or a school operated for profit.

C. Mission Statement

Rolling Hills Public Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults who possess the academic achievement, habits, skills, and attitudes to succeed in high school and be offered a post-secondary education and satisfying employment. This mission seeks to develop an educated citizenry through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies. In addition, they will develop the following academic habits:

- curiosity,
- lifelong learning,
- clear oral and written communication,
- creative thinking,
- logical thinking and the ability to make informed judgments,
- effective use of technology as a tool,
- adaptability to new situations new information,
- problem-solving skills,
- the ability to find, select, evaluate, organize, and use information from various sources,
- the ability to make easy and flexible connections among various disciplines of thought,
- and respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

They will develop the following personal habits and attitudes:

- accepting responsibility for personal decisions and actions,
- academic honesty and the ability to face challenges with courage and integrity,
- a healthy lifestyle,
- empathy and courtesy for others and respect for differences among people and cultures,
- self-confidence and willingness to risk setbacks in order to learn,
- concentration and perseverance,
- managing time in a responsible manner,
- seeking a fair share of the workload,
- and working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

II. CHARTER SCHOOL BOARD OF DIRECTORS

A. Governance Structure

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

1. Organizing Group or Advisory Board (Founders)

The organizing group for the Charter School comprises several committees that make up the Advisory Board. The Advisory Board elects the initial Board of Directors, writes the Charter petition, recruits candidates for the position of school Principal, and establishes a preliminary operating budget. Following the election of the Board of Directors, the function of the Advisory Board is to serve as a data-gathering resource and to provide input and advice to the Board of Directors.

An Advisory Board member, or Founder, is hereby defined as a person, including employees or staff of a public charter school, who makes a material contribution toward the

establishment of a public charter school in accordance with criteria determined by the Board of Directors.

a. Initial Formation

The Board of Directors of Rolling Hills Public Charter School will consist of no less than five (5) and no more than seven (7) members, of whom three (3) may be parents at the Charter School. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation.

The Advisory Board has elected the following individuals to serve as the school's initial Board of Directors:

Name

Occupation/Background*

Justin Reynolds

Parent, Builder

Doug Varie

Parent, Attorney

Nancy Despain

Parent, Hidden Springs Charter School Volunteer

Dr. Marilyn Ward

Professional Educator

Henry Kulczyk

Representative for District 14-B

RHPCS reserves the right to amend selection of the Board of Directors, as directed by the Articles of Incorporation and Bylaws.

Two additional Directors may be added subject to the Bylaws of Rolling Hills Public Charter School, Inc.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

b. Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

c. Powers and Limitations

Rolling Hills Public Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Rolling Hills Public Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Rolling Hills Public Charter School commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration. Rolling Hills Public Charter School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.

Rolling Hills Public Charter School will not extend the faith and credit of the Idaho State Charter School Commission to any third person or entity. Rolling Hills Public Charter School will not contractually bind the Idaho State Charter School Commission with any third party.

d. Relationship Between Board of Directors and School Administration

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

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

- vision and mission of school,
- instructional materials and supplies,
- resource allocation,
- state charter school requirements,
- school-wide community building,
- special services,
- contracted services,
- disciplinary support,
- public and media relations,
- business and community partnerships,
- curriculum, instruction, and assessment,
- professional development,
- employment and personnel issues,

- enrollment and attendance,
- formative/summative staff evaluations,
- facility conditions,
- transportation,
- climate for innovation and growth,
- staff and school morale,
- commission/board liaison,
- treasurer/keep budget and financial records,
- and supply annual reports to the Idaho State Charter School Commission.

Standing Committees and Ancillary Support Personnel. Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent-Faculty Association (PFA), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Principal. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

e. Teacher/Parent Decision Making

The PFA and Board of Directors of Rolling Hills Public Charter School will provide consultation to the Principal regarding ongoing plans for the school. The PFA will also work with the Board of Directors on school improvement. Having the head of the PFA sit on the Board of Directors will facilitate the involvement of teachers and parents in decision-making matters.

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

1. Parents will receive a student/parent handbook at registration.
2. Parents will fill out an in-depth profile of their child.
3. Parents will be encouraged to attend two parent teacher conferences per year.
4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.

5. Parents will be encouraged to be involved in the Parent-Faculty Association and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.

6. Parents will be encouraged to provide an appropriate learning environment at home for study.

f. Community and Business Partnerships

Rolling Hills Public Charter School has no business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

g. Charter School Bylaws

Rolling Hills Public Charter School's Bylaws, and Articles of Incorporation under the Idaho Nonprofit Corporation Act are available upon request.

III. INSTRUCTION

A. Educational Program

The educational program of Rolling Hills Public Charter School is described in the following Sections B through J.

B. Thoroughness Standards (Idaho Code 33-1612)

Rolling Hills Public Charter School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard a. A safe environment conducive to learning is provided.

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

Objectives: Rolling Hills Public Charter School will:

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

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: Rolling Hills Public Charter School will:

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

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

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

Objectives: Rolling Hills Public Charter School will:

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

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

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

Objectives: Rolling Hills Public Charter School will:

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

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

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

Objectives: Rolling Hills Public Charter School will:

- Use the Idaho State Department of Education's Curriculum as a starting point to be enhanced by unifying themes and other creative methods.

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

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

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

Objectives: Rolling Hills Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time

management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard g. The students are introduced to current technology.

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

Objectives: Rolling Hills Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

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

Objectives: Rolling Hills Public Charter School will:

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

Rolling Hills Public Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the "golden rule," and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization

and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

C. Instructional Methods

Rolling Hills Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Rolling Hills Public Charter School plans to use the specific methods mentioned earlier (see "Standard e" in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

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

1. Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. It is the intent of the Rolling Hills Public Charter

School to remain aligned with the general goals and curriculum of the Idaho State Department of Education as they are adopted.

RHPCS students will learn to:

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

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

The Rolling Hills Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's curriculum serves as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

Language Arts (English and Foreign). The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The innovative teaching methods used

in language arts are Spalding's method as described in Writing Road to Reading and the Shurley method.

Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually "doing" and "feeling." This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 (I would add a footnote here indicating our plans for expansion) students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics. Kindergarten through Grade 8 students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as algebra and geometry. Concept and manipulative experiences that engage students in exploring, conjecturing, and thinking will continue in these grades. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service. Kindergarten through Grade 8 will follow the basic elements of the Idaho State Department of Education curriculum in social studies, with a focus on local, state, national, and world history. In addition there will be a strong emphasis on community service in Grades 6 through 8 as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Environmental Education. Rolling Hills Public Charter School emphasizes responsibility for the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real-life issues such as coping with diminishing resources. Consistent participation in community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. Rolling Hills Public Charter School will provide our learners with technology skills that prepare them for future employment. *RHPCS will comply with all requirements set forth in the Children's Internet Protection Act.*

Grade 9 Curriculum. The curriculum will be aligned with the local school district so that students in Grade 9 can easily transition to Grade 10 in the school district. (I would add a footnote here indicating our plans for expansion)

2. Improvement of Student Learning

Multiple learning opportunities will be afforded to RHPCS students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working with a "learning buddy." Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

Rolling Hills Public Charter School's learning program is built on the belief that all children can learn, but not in the same way or equally well, from the same sources. It recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. Although all seven areas will be examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.), RHPCS will retain the traditional focus on linguistic and mathematical / logical areas, and implement a unique musical component, a piano lab.

Use of the Personalized Learning Goal concept will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, student, parent, and educator will consider learner strength and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strength and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Rolling Hills Public Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Rolling Hills Public Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique

creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Rolling Hills Public Charter School learns and grows.

The staff and parents of the Rolling Hills Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Rolling Hills Public Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

3. Curriculum Requirements

It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum of the Idaho State Department of Education as they are adopted.

4. Curriculum Development and Approval

Curriculum development will be an ongoing process directed by the Principal with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Principal to include written future goals.

5. Copies of Curriculum and Textbooks

Rolling Hills Public Charter School will generally follow the Idaho Department of Education curriculum, with specifics outlined by the Principal. Copies will be provided prior to the opening of the school. Textbooks for the school are not yet chosen and will be selected by the Principal with input from teachers and parents. Textbooks will be approved by the State Department of Education.

6. Educational Programs and Services

Provision of educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent

education programs, social work, and psychological services will be identified based on need. The Board of Directors, Principal, and PFA will work together to determine the need for, and estimated cost and value of, these programs.

There will be reciprocal agreement between the RHPCS and the local school district to meet dual enrollment requirements.

7. Academic Freedom, Controversial Issues, and Religion

The Rolling Hills Public Charter School shall offer an educational program appropriate to the level of student understanding which:

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

D. Student Assessment

1. Student Educational Standards

The Charter School's Board of Directors, in cooperation with the school Principal, will clearly define the essential knowledge and skills for student learning in each program area, making standards subject-specific within the first year of operation, focusing on one subject area at a time beginning with language arts. Students' progress will be evaluated periodically by each individual teacher for progress in the following areas in addition to academic skills:

Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

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

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

Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

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

2. Assessment of Student Educational Progress

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

Performance will be assessed on at least three levels:

- Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages;
- Attitudes and personal/academic habits will be assessed through teacher evaluations of projects and video presentations and parental input;
- Performance will be assessed relative to district and state developed standards using the Idaho Standards Achievement Test and other tests.

Self-assessment will provide a unique learning opportunity for Rolling Hills Public Charter School students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. In addition, an individual score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

We will meet the school goals when students demonstrate the following:

- write at grade level by Grade 4,
- read at grade level by Grade 3,
- and compute math at grade level by Grade 4.

Student performance will be assessed relative to other learners of the same age, up to Grade 9th through district, state, and national testing. Specifically, the Idaho Standards Achievement Test will be given twice a year, in order to evaluate student performance. Rolling Hills Public Charter School will coordinate the time, within a four-week period, when it will give the state-mandated assessments with the Idaho State Department of Education's timelines for administering those same assessments. A student baseline will be established during the first year of testing and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

The goals for students enrolled at Rolling Hills Public Charter School for two (2) years will be to:

- Meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, *Humanities, Health and Wellness*.
- Demonstrate annual improvement or maintain scores in the top quartile of the school's relative rank using the following assessments:
 - Idaho Standards Achievement Test– Grades 3, 4, 5, 6, 7, 8, 9
 - Direct Write Assessment (State) – Grades 4 & 8
 - Direct Math Assessment (State) – Grades 4 & 8
 - Idaho Reading Indicator – Grades K- 3
 - District End of Course measures 7th – 9th grades
- Achieve Idaho State Department of Education standards for age levels, content areas, and outcomes not addressed by the Idaho State Department of Education. These standards will be measured by student products, performances, exhibitions, and tests that are directly related to locally developed expectations.

Student assessment evaluation, reported annually to the Idaho State Charter Commission, will consist of:

- a student baseline developed during the first year using Iowa Test of Basic Skills (survey test) results,

- a comparison of annual results with baseline scores to assess progress,
- grade-level and school composite scores,
- a graph of annual results showing year-to-year change,
- a graph of school scores relative to state and national averages,
- and disaggregation analysis to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Rolling Hills Public Charter School welcomes members of the Idaho State Charter Commission to monitor the administration of these standardized tests. The annual report of student progress will be made to the Idaho State Charter Commission no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards proscribed by the State. These data may also include emerging Idaho State Department of Education standards and/or Rolling Hills Public Charter School-developed criteria. *The Administrator will work with the State Department of Education to ensure compliance with Idaho's Statewide Testing Program or any other required assessments adopted in the future.*

E. Special Needs Students

Rolling Hills Public Charter School serves all children and follows the requirements of IDEA and the State of Idaho.

1. Special Education Services

a. Rolling Hills Public Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. Assessments will be made by the following personnel as needed: psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.

b. Provide or contract with a part-time speech/language pathologist for on-site services to qualified students enrolled at Rolling Hills Public Charter School regardless of the district in which the student resides.

c. Provide an occupational therapist for on-site consultation, monitoring and direct services as needed to qualified students enrolled at Rolling Hills Public Charter School.

d. Provide vision services to qualified students.

e. The Idaho State Department of Education will provide Rolling Hills Public Charter School with Title VI-B funds proportionate to the number of students on the current school year's December 1 child count with an approved, completed application meeting State and Federal criteria. RHPCS will be responsible to report the December 1 child count to the Idaho State Charter Commission and the Idaho State Department of Education by December 15.

f. RHPCS will provide IDEA required assessments to all RHPCS students suspected of having a disability. RHPCS may contract with a school district or other qualified providers for Special Education Services.

g. RHPCS will employ or contract with personnel using Title VI-B or other funds as needed to:

- conduct academic assessments, classroom observations and behavioral rating scales,
- develop IEPs as required by the IDEA,
- provide academic interventions to qualified students,
- monitor evaluation and IEP timelines.

In keeping with the RHPCS's plan to provide all special education services to eligible students, the charter school agrees to the following provisions required by the adopted Idaho Special Education Manual:

Nondiscriminatory enrollment procedures. RHPCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described elsewhere in this Charter petition, consistent with the mission of RHPCS and civil rights requirements.

Child Find activities and evaluations. RHPCS will conduct Child Find activities and evaluations as described in the IDEA Manual. Advertising for Child Find will be done in the local newspaper and registration locations, as well as newsletters sent home with existing students. In order to comply with time requirements for evaluations, children will be evaluated by the special education teacher and outside contracted personnel as directed by the Child Study Team.

Meet LRE requirements. Rolling Hills Public Charter School will provide special education and related services to eligible RHPCS students in the Least Restrictive Environment as identified on each student's IEP. In many cases, the LRE will be specified as RHPCS. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

Implement IDEA discipline procedures. The discipline procedures adopted in the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities attending RHPCS. These adopted policies and procedures meet the requirements of the IDEA.

Protect student and parent rights. RHPCS will be responsible to protect student and parent rights as described in the Idaho Special Education Manual.

The Idaho State Department of Education will extend an invitation to RHPCS personnel to attend any professional development activities sponsored by the State. This will include activities designed to meet the needs of students with disabilities who attend the charter school.

In compliance with the Americans with Disabilities Act (ADA), RHPCS ensures that its present and any new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. RHPCS ensures that the present facility as well as any newly constructed facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

The Charter School will transport any special education student enrolled at RHPCS who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. RHPCS will apply for applicable funds from the Idaho State Department of Education Transportation Department.

RHPCS will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a RHPCS student. Appropriate RHPCS personnel will participate in the resolution of any formal complaint or request for a due process hearing.

2. Other Special Needs Student Services

Students attending Rolling Hills Public Charter School who are identified as limited English proficient, disadvantaged to the extent that they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to local school district programs and services that address the needs of these special populations. Such services may be offered at Rolling Hills Public Charter School or at a local school district school site.

Transportation to such services, if necessary, will be the responsibility of Rolling Hills Public Charter School.

3. Corrective Action

Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions.

F. Instructional Arrangements

Rolling Hills Public Charter School plans to open in August of 2004. Grade organization will generally consist of traditional single-grade classrooms. The Principal will determine the school calendar, schedule, and hours of operation. The Charter School calendar will be similar to the local school district's nine-month calendar, with similar beginning and ending dates. Within that general format, the Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:30 am and end at 3:30 pm. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. Copies of the school's calendar, the school day schedule, and hours of operation will be provided to the Idaho State Charter School Commission prior to the opening of school. State-required hours of attendance will be met. Minimum and maximum enrollment levels for each grade are discussed in Section IV.B.

G. Instructional Resources

Rolling Hills Public Charter School's Principal and staff will determine the school's library services and how materials will be selected and challenged, based on the American Library Association's guidelines. The Principal will determine how technology will be integrated with the instructional program and the type and level of technology to be used by students. The school's plans for field trips will be determined by the Principal and staff as appropriate. Parents and the public will have input in the school's instructional resources through the PFA.

H. Grading, Homework, and Promotion

Rolling Hills Public Charter School's Principal will establish policies and procedures for grading, homework, promotion, and retention. A parent committee will be formed to develop these policies in coordination with the Principal.

I. Audit of Programmatic Operations

An annual educational program and financial audit will be conducted after the completion of each charter school year. Rolling Hills Public Charter School will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. A financial audit will be conducted by an independent auditing firm. The Idaho State Charter Commission may choose to do an independent audit at their own expense. An independent audit may be performed as specified for the Renewal Audit or at such time as revocation or non-renewal of the charter may be initiated.

The financial audit shall be submitted to the Bureau of Public School Finance and the Bureau of Curriculum and Accountability at the State Department of Education by October 15th for the previous year ending June 30th. Both the programmatic audit and the financial audit shall be submitted to the Idaho State Charter Commission by October 15th for the previous year ending June 30th.

J. Accreditation

Rolling Hills Public Charter School will obtain accreditation in accordance with *Idaho Code 33-119*. An accreditation committee appointed by the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal will submit annual accreditation reports to the Idaho State Department of Education *and the Idaho State Charter School Commission*. *The accreditation standard will be chosen from among the Idaho Elementary/Secondary State Accreditation Standards.*

IV. STUDENTS

A. Admission Procedures

Rolling Hills Public Charter School has identified the following admission procedures:

- Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs.
- Prior to enrollment each year, Rolling Hills Public Charter School will advertise in a local newspaper and make application cards available at the Charter School office or other designated locations. The application will include information pertinent to filling a limited number of positions in each classroom.
- The primary attendance area for Rolling Hills Public Charter School shall be a two (2) mile radius around the school and shall be defined upon the purchase of the property.
- First preference will be given to children of founders, provided that this admission preference shall be limited to not more than 10% of the total enrollment.
- Second preference will be given to siblings of students already in attendance.
- All other students will be selected by lottery or other random method, giving priority preference to students within the primary attendance area.
- Once enrolled in RHPCS, students will not be required to reapply each year thereafter. Once admitted, no student will be removed or replaced when a student from a higher priority pool seeks admission.
- The lottery or other random method that determines enrollment shall begin with the highest grade level and finish with kindergarten.

RHPCS reserves the right to amend the primary attendance area and procedures.

1. Public School Attendance Alternative

Because Rolling Hills Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. . Students located within the attendance area of the Charter School

would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Rolling Hills Public Charter School.

2. Over-Enrollment Procedures

Rolling Hills Public Charter School has identified the following over-enrollment procedures:

- a. Lottery pools will be established for each preference pool, starting with Founders' children, then siblings, then primary attendance area students, and finally outside of primary attendance area students. Applications will be drawn from the pools for placement on the waitlists and prioritized for a position in the school according to the order in which the application was drawn. Those on the waiting list may be placed in the school at any time during the year should an opening occur. Available positions will be filled in order of preference, as mentioned in section IV. A. above.
- b. Once on a waiting list, students will be required to reapply each year thereafter. Students wishing to be removed from the waiting list must make their request in writing to Rolling Hills Public Charter School.
- c. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.
- d. All over enrollment lotteries will be conducted by an independent third party with supervision by the Idaho State Charter Commission and RHPCS.

4. Non-Discrimination

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs as required by federal state and local laws. The number of special education students that the school expects to have depends upon the application of students and the number of special education students in the attendance area.

B. Minimum Enrollment

The minimum enrollment for financial viability depends on the financial status of the school at the moment. It is expected that the minimum enrollment for financial viability is approximately 180 students, or about an average of 20 students per class, extending for longer than six months. A more precise estimate will be available three months prior to school opening.

As enrollment approaches the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign.
- Increase fund-raising from external sources through the PFA.
- Request voluntary donations from parents.
- Eliminate or defer expenses.
- Prepare for the termination of operation as necessary.

1. Attendance Requirements

School Attendance Philosophy. Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, and success in school.

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

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

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

Tardies. A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis. For Grade 7-9 students, parents will be notified of the 4th, 5th, and 6th tardies during each semester. A loss of class credit may occur if the student is tardy a 7th time unless it is successfully appealed.

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

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

Grounds for an Appeal. Those students who have valid reasons to believe that all or part of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

Attendance Appeal Process. If a parent/guardian wishes to appeal loss of credit or a denial of promotion to the next grade due to the attendance requirement, trancies, or the number of tardies, the following policy applies:

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

C. Student Rights and Responsibilities

Rolling Hills Public Charter School will assemble a student handbook, following state law, that outlines a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Parent/Guardian Incident Written Notification Procedure

Step 2: Peer Mediation and/or Principal Intervention after written notification to parent/guardian. Principal Intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

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

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

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

D. Health and Safety

Rolling Hills Public Charter School will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
- Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.

- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - Policies relating to the administration of prescription drugs and other medicine.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

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

E. Student Activities

Rolling Hills Public Charter School's Principal and staff will determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and intramural sports and activities, band, orchestra, and choir.

F. Student Fees

No fees from students are planned at this time. Some fees may be identified in the future by the Principal, as appropriate, and as allowed by the state law. Accommodations for low-income students will be made through fundraising efforts of the Parent-Faculty Association. Rolling Hills Public Charter School is a public charter school and will not charge tuition.

V. COMMUNITY RELATIONS

A. Public Relations

As outlined in the following sections, Rolling Hills Public Charter School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

1. Recruiting and Marketing

RHPCS will actively recruit students for enrollment through advertising in a local newspaper, in both English and Spanish, and through announcements at local schools and public offices, to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. The advertising process for RHPCS will include all current requirements as stated in Idaho code 33-5205.

2. Information Sharing

Rolling Hills Public Charter School's Principal will determine plans for sharing the school's annual report and other relevant information on the school's performance.

3. Public Information Personnel

The Principal will administer the public information program, under the direction of the Board of Directors.

B. Public Participation

As described earlier, parents of students who attend Rolling Hills Public Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

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

1. Complaint Process

Rolling Hills Public Charter School's procedures for a complaint process for parents/guardians and the public will be similar to that of local school districts, with the ultimate authority residing with the Board of Directors of the Rolling Hills Public Charter School.

2. Public Accountability

The Board of Directors of Rolling Hills Public Charter School will determine the process for addressing issues related to public accountability.

C. Public Access

Rolling Hills Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Rolling Hills Public Charter School gives permission for public inspection.

D. Public Conduct for Safe Schools

Rolling Hills Public Charter School's plans and policies for public conduct in the school which protects the safety, welfare, and education of students, will be aligned generally with that of the Idaho State Department of Education's standards.

VI. PERSONNEL

A. Employment Practices

Rolling Hills Public Charter School's full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff.

Rolling Hills Public Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. *RHPCS will meet the No Child Left Behind Highly Qualified Teacher requirements.* Additionally, Rolling Hills Public Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

All employees shall undergo criminal history background checks as described in Section 33-130, Idaho Code.

Job announcements and all other hiring practices will be free of discriminatory language.

1. Professional Opportunities

Faculty at Rolling Hills Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

2. Background Checks

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks.

3. Potential Applicants

Names and positions of potential employees of the charter school, their backgrounds and experiences, and three (3) professional references for each are not available at this time.

4. Targeted Staff Size

Rolling Hills Public Charter School will employ one teacher per class, with additional staff for history, music, foreign language, and physical education. The goal is to have one instructor per 25 students.

5. Teacher Certification

A copy of the certificates for all certified teachers/staff members will be provided to the Idaho State Charter Commission.

B. Employee Benefits

All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. *Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.*

3. Transfer Rights

Employees of Rolling Hills Public Charter School retain the following transfer rights:

1. A local school district-certificated employee who leaves the district for employment at a Charter School, but requests to be re-employed by the district within two (2) years of the date when he/she was last employed by the district shall be provided, if appropriate, with a position similar to the one held prior to leaving the district.
2. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by the previous district after two (2) years, but within five (5) years, of the date that he/she was last employed by the district, shall be placed on manifests, as appropriate in compliance with district policies and procedures, and as a part of the district's process for new employees if the employee is seeking an assignment in the same area of certification as when he/she was formerly employed by the district and if the employee provides the district with the following information: an updated transcript and resume, a recommendation and/or evaluations from the charter school, and an indication of his/her preferences for assignment(s), grade(s), or subject(s).
3. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a school district after two (2) years of the date that he/she was last employed by the district and who is seeking an assignment in a different area of certification as when he/she was formerly employed by the district must apply through the district's equal opportunity employment procedures.
4. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a local school district after five (5) years of the date that he/she was last employed by the district must apply through the district's equal opportunity employment procedures.

5. A Rolling Hills Public Charter School certificated staff member who has never been employed by the local school district and who wishes to be employed by the district, must apply through the district's equal opportunity employment procedures.
6. Return of a former local school district employee to the district during an academic year shall be at the sole discretion of the district.
7. *Employment of teachers and administrator shall be on written contract in a form as approved by the State Superintendent of Public Instruction, conditional upon a valid certificate being held by such professional personnel at the time of entering upon the duties of thereunder.*

D. Experience for Salary Schedule

Certified teachers at Rolling Hills Public Charter School shall be considered public school teachers. Educational experience shall accrue for service at the school, and such experience shall be counted by the local school district if a teacher returns after employment in the charter school. Certificated employees who are hired by the local district from the Rolling Hills Public Charter School shall have their charter school experience count on the salary schedule the same as the certificated employees hired from other school districts. Rolling Hills Public Charter School certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.

E. Collective Bargaining

Rolling Hills Public Charter School's *staff* will be a separate unit for purposes of collective bargaining.

F. Health and Safety

Rolling Hills Public Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.

2. Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - Policies relating to the administration of prescription drugs and other medicine.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

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

G. Staff Development

1. Staff Development Plans

Rolling Hills Public Charter School's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

2. Technology Competency

Rolling Hills Public Charter School shall meet the state's accreditation requirement for technology competencies for all certified staff.

VII. ADMINISTRATION

Administrative services will be provided by the Rolling Hills Public Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Principal will also serve as the liaison between the Rolling Hills Public Charter School and its Board of Directors, the Idaho State Charter Commission, and parents. Financial operations will be contracted out to licensed and bonded entities or provided by the Idaho State Charter Commission as an in-kind donation. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

A. Day-to-Day Operations

The Principal in coordination with the Charter School Board of Directors will determine the day-to-day operations of Rolling Hills Public Charter School.

B. Administrator Qualifications

Refer to Appendix D for the job description and qualifications for Principal of the Rolling Hills Public Charter School.

VIII. FINANCIAL MANAGEMENT

A. Budget

1. Startup Budget

The budget for Rolling Hills Public Charter School will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

2. Long-Term Budget

A five year projected budget is available.

B. Income Sources

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

1. Working Capital and Assets

Rolling Hills Public Charter School does not expect to have working capital and assets until after the Charter is approved.

2. Fundraising

A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

C. Expenditures

Expenditures will be handled as described in the following sections.

1. Purchasing Process

Rolling Hills Public Charter School's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors. Purchasing procedure will be in compliance with State Law, Idaho Code 33-601.

2. Payroll Processing

Rolling Hills Public Charter School intends to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

D. Reports and Audits

Rolling Hills Public Charter School will provide the following audits and reports.

1. Cash-Flow Projection

Rolling Hills Public Charter School will provide a monthly cash-flow projection, to the Idaho State Charter Commission that details revenues and expenditures for the first year of operation.

2. Annual Audit and Reporting

Rolling Hills Public Charter School will conduct an independent financial audit annually. The Idaho State Charter Commission may choose to do an independent audit at its own expense. An independent audit may be performed as specified for the Renewal Audit at such time as revocation or non-renewal of the charter may be initiated. Rolling Hills Public Charter School will follow the requirements set forth by Idaho statute regarding audit reporting.

E. Financial Operations

Financial operations of the Rolling Hills Public Charter School are outlined in the following sections.

1. Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles. Rolling Hills Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

2. Financial Management Personnel

The Principal of Rolling Hills Public Charter School will be responsible for financial management.

3. Bonding

Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

IX. NONINSTRUCTIONAL OPERATIONS

A. Insurance and Liability

To the fullest extent permitted by law, Rolling Hills Public Charter School, Inc. agrees to indemnify and hold harmless the state of Idaho, the Idaho State Charter Commission, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Charter Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the Commission and Rolling Hills Public Charter School.

1. Types of Insurance

Rolling Hills Public Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Rolling Hills Public Charter School will have the same role as a public school in matters of civil liability. A copy of the proof of insurance will be given to the Idaho State Charter Commission each time it is renewed to insure continuous coverage. In addition the Idaho State Charter Commission will be listed as an additional insured.

The Rolling Hills Public Charter School will provide a list of all other types and amounts of insurance required by the Idaho State Charter Commission prior to the opening of the school.

2. Liability

RHPCS 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 traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school

districts and other public schools, including those provided by chapter 9, title 6, Idaho Code.

B. Transportation

Student transportation will be decided upon approval of final site plans.

C. Food Service

No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

D. Clerical Services

Rolling Hills Public Charter School's Principal will determine plans for clerical services, including preparing and submitting state reports.

1. School Records

Rolling Hills Public Charter School's Principal will determine how the school will maintain school records and required information. Student records shall be maintained and stored on secure electronic media with hard copies in secure files. The records shall be kept at the school location. The principal or his or her designee shall have access of the records unless a hearing, proceeding or other incident requires the disclosure of those records to the RHPCS Board of Directors or other third parties, including but not limited to law enforcement and other State agencies. Any disclosure shall be subject to applicable State and Federal statutes. RHPCS shall comply with the Family Educational Rights and Privacy Act (FERPA).

2. Attendance Reporting

Rolling Hills Public Charter School will follow similar procedures to local public schools' methods for reporting attendance and enrollment information to the state for funding purposes.

3. IRS Regulations

Rolling Hills Public Charter School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

E. Custodial Services

Rolling Hills Public Charter School's Principal will determine plans for custodial services.

X. SCHOOL FACILITIES

A. Facility Description

Prior to the start of school, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Site Suitability—Rolling Hills Public Charter School has chosen two locations and will consult with the Idaho State Charter School Commission in selecting the most appropriate location.

B. Lease/Purchase Documentation

Rolling Hills Public Charter School will provide complete documentation for the lease or purchase of the facilities prior to the opening of the Charter School and by the date stipulated in the contract.

C. Inspection Reports

Rolling Hills Public Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. RHPCS also will provide regular inspections of the facilities for health, safety, and fire compliance and provide copies of those reports to the Idaho State Charter School Commission.

XI. RELATIONS WITH THE COMMISSION

A. Commission/Charter School Communications

Rolling Hills Public Charter School will engage in periodic discussions with the Idaho State Charter Commission concerning the implementation of the charter contract. The intent of these discussions would be to work out the concerns of both parties early and to be proactive.

B. Length of the Contract

Once approved, the renewal of RHPCS' charter will be ongoing until revoked, in compliance with current Idaho code.

C. Project Timeline

A project timeline for opening the school will be provided to the Idaho State Charter Commission after approval of the Charter. It will include the steps that must be accomplished before the Rolling Hills Public Charter School opens, including marketing, recruiting students, buying equipment, constructing the building, and training the staff.

D. Additional Services

The following services may be provided under a separate annual contract agreement: payroll, accounting, purchasing, food service, special education, activity programs, and health insurance.

E. Policy Manual

Rolling Hills Public Charter School will develop a policy manual with approval of the Board of Directors. A copy of the policy manual will be provided to the Idaho State Charter Commission.

State Compliance—Rolling Hills Public Charter School will comply with the rules of the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

F. Additional Reporting

Additional reports may be provided at the discretion of the Charter School as information that may be useful to the Idaho State Charter Commission is discovered.

G. Right to Evaluate Contract Compliance

The Idaho State Charter School Commission, or designee shall retain the right at any time to evaluate the degree to which Rolling Hills Public Charter School is meeting the terms of the contract. The Commission may choose to have a representative(s) or an independent evaluator(s):

- visit the Charter School,
- review the Charter School's records and data,
- directly survey the Charter School's parents/guardians, students, or employees,
- audit the books of the Charter School,

- and pursue other reasonable means of determining accountability for the Charter School contract.

To enact any of the above measures, the Idaho State Charter School Commission or designee must state the specific nature of the concern and that the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required.

H. Dispute Resolution

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

I. Amending the Contract

A material revision of the terms of the Charter School contract requires the approval of the Idaho State Charter Commission and the Charter School's Board of Directors.

J. Termination

Rolling Hills Public Charter School understands that the Idaho State Charter Commission may terminate the charter if it finds that the Charter School has:

1. Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract.
2. Failed to substantially meet one or more of the student educational standards identified in the charter contract.
3. Failed to meet generally accepted accounting standards of fiscal management.
4. Failed to submit required reports to the Commission.

5. Lost substantial support of the school's students, parents, staff, and/or community.
6. Shown that it is not in the best interest of students for the school to continue operation.
7. Violated any provision of law.
8. Filed for bankruptcy or financial reorganization and is unable to pay its creditors.
9. Except in emergency situations, the Idaho State Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the school's board of directors to be heard by the Commission before the Commission can terminate the charter contract.
10. A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education.

K. Dissolution

In cases of termination or non-renewal, the Chair of the Board of Directors of Rolling Hills Public Charter School is responsible for the dissolution of the business and affairs of the school. Rolling Hills Public Charter School will fully cooperate with the Idaho State Charter Commission for the dissolution process. All records of students will be immediately transferred to the receiving district.

APPENDIX D: Principal and Teacher Qualifications

QUALIFICATIONS AND JOB DESCRIPTION

CHARTER SCHOOL PRINCIPAL

QUALIFICATIONS:

- Valid Idaho Administrator's Certificate endorsed for elementary principal.
- Successful elementary school teaching experience.
- Successful building-level administrative experience.
- Demonstrated competence in the skills listed under "Job Description."
- Ability to provide leadership to a large and complex organization.
- Ability to establish and maintain an effective working relationship with the Charter School Board of Directors, personnel, students, and the public.

TERMS OF EMPLOYMENT AND EVALUATION:

Length of Contract: to be determined by the Charter School Board of Directors

Salary: to be determined by the Charter School Board of Directors

Evaluation: annual evaluation by the Charter School Board of Directors

JOB DESCRIPTION:

Position Title: Principal

Reports to: Board of Directors

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

Performance Responsibilities:

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

12. Keeps the Charter School community informed about modern educational practices, educational trends, and the policies, practices, and problems.
13. Supervises, either directly or through delegation, all activities of the Charter School according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.
15. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
16. Recommends to the Board of Directors for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Charter School.
17. Make recommendations to the Board of Directors regarding building and facility changes.
18. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.
19. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.
20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors.
21. Prepares an annual report to be delivered to the Idaho State Charter Commission in compliance with the terms of the Charter School Petition.

TEACHER TERMS OF EMPLOYMENT AND EVALUATION:

Length of Contract: to be determined by the Administrator and the Charter School Board of Directors

Typically, 1 year, state approved contracts will be issued to teachers and reviewed annually.

Salary: to be determined by the Administrator and Charter School Board of Directors

Evaluation: twice annually if they are category 1-3; once if they are continuing contract. They will be supervised and evaluated by the administrator.

JOB DESCRIPTION AND REQUIREMENTS

- * Valid Idaho Teaching certificate
- * Successful teaching experience preferred.

- * Ability to establish and maintain an effective working relationship with the Administrator, personnel, students, and the public.

- * Studies and revises, together with the Administrator, all curriculum guides and course of study, on a continuing basis.

- * Performs such other tasks as may, from time to time, be assigned by the Administrator.

- * Follows the Idaho State Code of Ethics:
Code of Ethics: The Ten Principles (Summary)
Principle I: A professional educator abides by all federal, state, and local laws and statutes.
Principle II: A professional educator maintains a professional relationship with all students, both inside and outside the classroom.
Principle III: A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
Principle IV: A professional educator exemplifies honesty and integrity in the course of professional practice.
Principle V: A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
Principle VI: A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
Principle VII: A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
Principle VIII: A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
Principle IX: A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as

required by Idaho Code.

Principle X: A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.