

## **Philosophy Statement**

Xavier's philosophy rests in the vision of a thorough classical education which is embodied in the following statement:

**No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.**

“...for then our youth shall dwell in a land of health, amid fair sights and sounds, and receive good in everything; and beauty, the effluence of fair works, shall flow into the eye and ear, like a health giving breeze from a purer region, and insensibly draw the soul from the earliest years into likeness and sympathy with the beauty of reason.” ~Plato's *Republic*

## **Mission Statement**

Xavier Charter Schools are dedicated to providing a classical, intellectually rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (*Knowledge*), a second for arranging the information in a logical order (*Understanding*), and a third for putting this information and this ordering to practical use (*Wisdom*). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together. Classical Education weaves the subjects of literature, history, language, art, music, dance, math and science together to formulate a student's foundation in cultural literacy.

Xavier Charter School's classical mindset of training a virtuous population is supported by a high-energy, high-expectation program known as Great Expectations. Pillars of Character are taught through literature, poetry, prose, quotes, and writing with the end goal of equipping leaders of tomorrow through training of the body, mind and spirit.

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

valued. Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

**Mind:** We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum. We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations. Students will learn to value knowledge for knowledge's sake.

**Spirit:** Students will develop the self-respect and discipline necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Xavier's uniqueness will be exemplified by:

- The consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.
- The consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

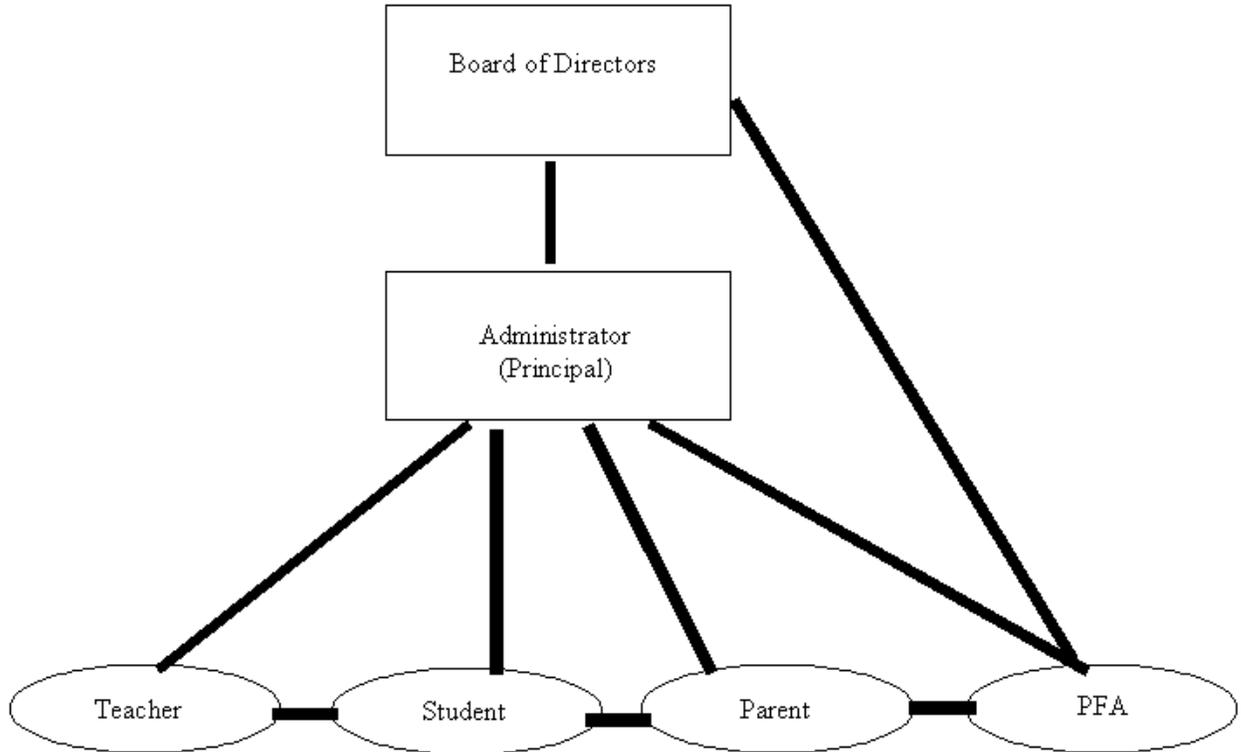
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model an inquiring, probing mind by continually probing into the subject with questions directed at the student.

Synectics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.

TAB 2: PROPOSED OPERATIONS

*Proposed Operations*

The Xavier Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The above flow chart includes, but is not limited to, the following details:

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business.
- 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, programs, or curriculum.
- The Board of Directors and PFA (Parent Faculty Association) of Xavier Charter may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.

- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.
- The Principal supervises, directly or indirectly, all employees of the charter school.

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. A list of all contracts identifying the party with whom XCS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

#### *Potential Effects*

Xavier Charter School will be located within the Twin Falls School District Area. The City of Twin Falls is a growing community which researchers have targeted as being the next “big” city in Idaho, with a potential population of over 100,000 by the year 2015. Twin Falls School District has recently passed a bond to develop and build a second high school by 2010. The bond did not address the facility needs of the growing elementary population within the district. Xavier Charter School plans to open in the fall of 2007 with one class in each grade for grades K – 8. Xavier’s expanding into grades 9 in the school year 2008-2009 will be dependent upon approval from the Idaho Public Charter School Commission. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, student pre-registration and upon the approval from the Xavier Charter School Board of Directors. The loss of ADA income due to Xavier’s enrollment will be offset by the increase in projected population for the Twin Falls area and will therefore minimally impact the Twin Falls School District financially. There are currently no other charter schools within the Twin Falls School District area.

#### *Facilities*

The goal of Xavier Charter School is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. In order to achieve this goal, Xavier Charter School will acquire from county information the following: zoning schedule of use control, changing of current zoning use, available possible land sites, landowners, location of current city services, projected future use maps, and the cost of running city services. In order to be able to construct a complete facility, we anticipate the necessity of locating our students for the first one to three years in a leased facility for the purpose of providing a contractor with the needed time to construct a permanent facility.

A permanent structure will meet the needs of both the primary and secondary grades and will meet all required state and local guidelines concerning the construction of a public school. Our budget assumptions reflect these letters of intent and/or proposals.

All sites will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, access to major utilities, and affordability.

Xavier Charter School shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board shall secure will meet the legal requirements described above

A listing of two possible sites is presented in the appendix as part of the budget proposal.

#### *Administrative Services*

Administrative services will be provided by the Xavier Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Xavier Charter School and its Board of Directors, and parents. The Principal, in coordination with the Xavier Charter School Board of Directors, will determine the day-to-day operations of Xavier Charter School.

#### *Potential Civil Liability*

Xavier Charter School shall obtain its own liability insurance and insure its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and XCS shall insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name Xavier Charter School as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and Xavier Charter School shall provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

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

Xavier Charter School shall operate its business in conformance with all local, state and federal environmental laws.

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

## TAB 3: EDUCATIONAL PROGRAMS

### *Educational Goals*

“It’s a funny thing about life: if you refuse to accept anything but the best, you very often get it.”

- Somerset Maugham

In order to stay focused on our Mission Statement:

The mission of Xavier Charter School is to enstill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

It is the goal of Xavier Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

### *Educational Thoroughness Standards*

*Standard 1.* A safe environment conducive to learning is provided.

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Xavier Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

“I like to see a man proud of the place in which he lives. I like to see a man live so his place will be proud of him,” Abraham Lincoln.

Objectives: Xavier Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
- Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
- Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire

drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights, and staff monitoring responsibilities..

- Provide a facility that meets 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, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies. )
- Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities.

*Standard 2.* Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions..

Objectives: Xavier Charter School will:

- 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 where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

*Standard 3.* The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Xavier Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Life Principles and Eight Expectations for Living:

Life Principles –

Responsibility	Compassion	Common Sense	Justice
Respect	Perseverance	Flexibility	Commitment
Self-Discipline	Loyalty	Initiative	Espirit De Corps
Honesty	Effort	Curiosity	Citizenship
Integrity	Friendship	Patience	Service
Courage	Cooperation	Problem-Solving	Fortitude

Optimism	Courtesy	Humility	Sincerity
Humanitarianism	Temperance	Empathy	Patriotism
Propriety	Dedication	Forgiveness	Resiliency

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
  2. We will not laugh at or make fun of a person’s mistakes nor use sarcasm or putdown.
  3. We will use good manners, saying “please,” “Thank you,” and “excuse me” and allow others to go first.
  4. We will cheer each other to success.
  5. We will help one another whenever possible.
  6. We will recognize every effort and applaud it.
  7. We will encourage each other to do our best.
  8. We will practice virtuous living, using the Life Principles.
- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
  - Display every student’s work in some positive form with teachers providing positive commentary through oral and/or written feedback.
  - Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

*Standard 4.* The skills necessary to communicate effectively are taught.

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

“My aim, then, is the education of the perfect orator. The first essential for such a one is that he should be a good man, and consequently we demand of him not merely the possession of exceptional gifts of speech, but all the excellences of character as well.”

Quintilian

Objectives: Xavier Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression
- Provide instruction in Music/Piano Lessons for grades 1 – 3 and opportunities for music participation in grades 4 – 12. Reading and writing of music is also considered a communication skill that falls within the notion of “literacy”. Music

is a kind of language; some even term it the “Universal Language”. It is also our belief that early musical training--particularly on the piano--can dramatically boost a child’s brainpower, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns--linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

*Standard 5.* A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Xavier Charter School will:

- Use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum that will provide the knowledge necessary for higher levels of learning.
- Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-12.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to “teach on their feet”, meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

*Standard 6.* The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences.

Objectives: Xavier Charter School will:

- Provide a strong foundation in classical education that includes 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.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

*Standard 7.* 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: Xavier 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, data storage, and communication.

*Standard 8.* 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 opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Xavier Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principals and the

Eight Expectations for Living.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.
- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
  - K-5 – community projects established and supported by class parents
  - 6-8 – class sponsored community projects
  - 9-11 – individual/small group community projects
  - 12 – Community action piece as part of the student’s senior project
- Plan for further growth in career guidance and development as we expand into the high school grades.

Xavier Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and administration; and by developing a community of learning and professional development among the staff.

*Definition of “Educated Person”*

Change will be a core characteristic of the 21st century. But even with this change, the overall idea that "knowledge is changing" is only partly true. It is true that some ideas and terms did not exist or were not widely known years ago. But the obvious fact that the modern world is changing — sometimes, as in the case of the breakup of the Soviet Union, in dramatic and dizzying ways — in no way should lead to the conclusion that "knowledge is changing so fast that we can't keep up with it" or that "what we learn today will be obsolete by the year 2010." The basic principles of science and constitutional government, the important events of world history, the essential elements of mathematics and of oral and written expression — all of these are part of a solid core that does not change rapidly, but instead forms the basis for true lifelong learning. The “Educated Person” in the 21<sup>st</sup> Century will need to be a true learner of the world. To have the skill to learn, evaluate and adapt will be paramount in the determination of success. The worker of tomorrow will need to train in life skills, not necessarily just for a job. To ensure the learning process, Xavier will concentrate on three areas: curriculum, climate and instruction.

*Curriculum Overview*

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Xavier Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- Solid Foundations - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology

- are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.
- Sequenced - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
  - Specific – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"
  - Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

### *Character Education/School Climate*

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, than all is for naught.

With this in mind, Xavier will strive to follow the "Great Expectations" Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher's attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.

- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.
- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for Xavier.

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.

14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Each classroom has a student who greets visitors and makes them feel welcome and comfortable.
17. Teachers and students celebrate the successes of others.

### *Instructional Model*

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – Xavier will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports Xavier’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years, each teacher will have the responsibility and opportunity of being a team leader for Xavier Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Okalahoma, and Core Knowledge and/or others as recommended by the Principal and teachers and approved by Xavier’s Board of Directors.

### *Special Education Services*

Xavier Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Xavier Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Xavier Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Xavier Charter School Special Education administrator will be the Section 504 Compliance Officer.

It is the intent of Xavier Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific

learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

Every year starting in September and continuing throughout the year, Xavier Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Xavier Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Xavier Charter School asks for information about each child that is identified to establish answers to such questions as:

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

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

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

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

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

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a student's record must be made to Xavier Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual Section 11 from the State Department of Education.

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

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

- Xavier Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Xavier, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education.

When necessary, Xavier Charter School will contract with a private provider or local school district for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Xavier Charter School may contract with a local school district or private provider to provide services.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

#### Implementing IDEA disciplinary procedures

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

#### The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will conference a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the

special educator with questions or concerns. Working as a team with special needs students always yields the best results.

#### Limited English Proficiency

IN addition, students attending Xavier Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

#### Gifted and Talented Students

XCS shall identify and provide reasonable services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided by the school in order to more fully develop such capabilities. XCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The XCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. XCS will also utilize the services of the Idaho Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction.

#### *Plan for Dual Enrollment Participation*

Students enrolled in the charter school shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution shall be credited toward graduation requirements as outlined in Xavier Board Policy.

## TAB 4: MEASUREMENT OF PROGRESS

### *Measurable student educational standards*

Xavier Charter School's measurable standards are reflected in our Mission Statement:  
The Mission of Xavier Charter School is to instill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

“A love of perpetual learning”

Standard 1: Students at Xavier Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

- 85% of K – 3 students will score equal to or better than the statewide benchmark as measure by the Idaho Reading Indicator.
- 90% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.
- Xavier Charter School will meet or exceed the state proficiency requirements each year in all required subjects as measured by the Idaho Standards Achievement Test (ISAT).

Standard 2: Daily average school absentee rate of less than 4% when calculated on a monthly basis.

“An aspiration for personal achievement”

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Xavier Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 6:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 7-12

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a flawless class or personal creed.

Standard 4: 95% of all students, K-12, will develop and maintain a career portfolio. Completion/progress monitoring benchmarks are:

- 85% of students will achieve satisfactory status or above for their grade appropriate portfolio assignment pieces based on teacher developed rubrics.
- 90% of 8<sup>th</sup> grade students will develop an 8-year plan including a four year high school and a four year post high school career/education plan as part of their career portfolio. 85% of students will achieve satisfactory status or above for the completion of the 8-year plan based on teacher/school developed rubrics.

Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

K-5 – community projects established and supported by class parents

6-8 – class sponsored community projects

9-11 – individual/small group community projects

12 – community action piece as part of the student’s senior project

- 85% of students will achieve satisfactory status or above as measured by classroom/individual assignments and/or tasks based on teacher developed rubrics.
- A culminating survey taken by the targeted focus group, involved students, teachers and/or parents resulting in an 80% or above positive feedback.

Standard 6: 95% of students currently enrolled at Xavier Charter School will participate in state-mandated assessments.

### *Objectives and Targeted Practices*

#### Standard 1 - Academic Improvement

**Objective:** Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

**Targeted Practice:** students will be able to recognized ‘good, better and best’ work, both in their own and others

Students will be able to rewrite papers/projects to reflect corrective comments from others

Students will understand what plagiarism is, and how to create original works.

Objective: • Students will acquire and integrate knowledge and experiences from different subject areas.

Objective: • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Targeted Practice: Students will be able to use a variety of resources in which to access information.

Objective: • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Targeted Practice: students will use a variety of problem solving techniques that have been introduced through the instructional models.

### Standard 2 – Attendance

Objective: Students will experience success in the classroom

Targeted Practice: Every student’s work will be displayed in some form in the classroom and/or school

Evidence that the “Magic Triad” is being used with each student.

The Magic Triad is: a kind word, a gentle touch and a smile.

Objective: The School and each classroom will have a non-threatening environment:

Targeted Practice: there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

### Standard 3 – Recitation of Creeds

Objective: Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Targeted Practice: students will develop oral and written projects appropriate to the student’s grade level

Objective: Students will develop their talents in music, visual arts, and/ or performance.

Targeted Practice: all K-3 students will participate music/piano instruction

All students will participate in the recitation/acting of the school and class poems and vocabulary words.

All students will have access to art instruction

Objective: Students will develop oral and written skills in a non-native language.

Targeted Practice: All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

### Standard 4 – Career Plans

Objective: Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Targeted Practice:

Students will participate in parent-teacher conferences

Students will develop k – 12 Career Portfolios for high school class choices and for post high school plans.

#### Standard 5 – Community Service Projects

**Objective:** Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

**Targeted Practice:** students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects

**Objective:** Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

**Targeted Practice:** students will know and use a variety of conflict resolution techniques

**Objective:** Students will evaluate and manage their behavior as group members

**Targeted Practice:** students will evaluate their personal contributions as part of the community service piece

**Objective:** Students will participate in community service that reflects responsible citizenship in a democratic society

**Targeted Practice:** students will engage in community service as outline in the Thoroughness Standard #6

#### Course of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Xavier Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. Particular emphasis will be placed on American History, US Constitution and documentation from the USA Founding Fathers.

Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by XCS include:

- Foreign Language

Middle School (Grades 6-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. XCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by XCS. For example:

- Spanish

High School (Grades 9-12)

Students will continue to maintain a Career Portfolio for their high school and post high school options. The K-12 portfolio will be developed by the students with advice and recommendations from school personnel.

Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Xavier Charter School meet or exceed Idaho State Board of Education requirements.

High School Graduation Requirements:

Graduation requirements for Xavier Charter School will meet or exceed state requirements. Current minimum requirements for graduation will be:

English	8 credits	American Government	2 credits
Math	6 credits	Economics	1 credits
(Algebra 1 & above)		Health	1 credits
Speech	1 credits	Physical Education	2 credits
Science	6 credits	Humanities	4 credits
US History	4 credits	Electives	12 credits

A minimum of 14 credit possibilities will be available each year.

Academic Mastery

Students in attendance at Xavier Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of XCS will be tested with the same standardized tests as other Idaho public school students.

Achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests adopted developed by the Idaho State Board of Education

Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring or evaluation for Special Education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student’s reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

*Provision by which students will receive standardized testing*

The students at Xavier Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education.

Additional yearly assessment tools may be required as determined by the Xavier Board of Directors.

Results will be reported as follows:

- Individual student progress
- Grade level/school composite scores
- Year to year comparative results by subject
- Comparative results between Xavier, state and national averages

*Provision ensuring state accreditation of charter school*

Xavier Charter School will be accredited through the State of Idaho set forth by the rules and regulations of the Idaho State Board of Education. Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports. Accreditation by the Northwest Association of Accredited Schools (NAAS) may be sought in addition to State accreditation in the future.

*Provision plan for improvement per NCLB*

Student learning is the primary focus for Xavier Charter school. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho.

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

## TAB 5: GOVERNANCE STRUCTURES

### *Description of governance structure*

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

Xavier Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

Upon approval, members of the Governing Board are deemed public agents to control the Charter School. The Governing Board (hereafter called the Board of Directors) has all the power and duties afforded to a Board of Directors. The Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board of Directors meetings will follow the open meeting laws, keep accurate minutes and make said minutes available to the public.

The Articles of Incorporation for Xavier Charter School, Inc. were filed with the Secretary of the State of Idaho June 8, 2006. The SS-4, Application for Employer Identification Number, was submitted June 8, 2006. The 501(c)(3) will be completed upon approval of the charter.

The governing body consists of directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the Xavier Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board of Directors will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

*Liability*

Upon approval, Xavier Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Xavier Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Xavier Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Xavier Charter School. Upon approval, the Xavier Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and XCS. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Authorized Chartering Entity expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Authorized Chartering Entity or assumption by the Authorized Chartering Entity of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Authorized Chartering Entity by statute or rule of the State Board of Education. Xavier Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

*Process to ensure parental involvement*

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. XCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official parent committee. Members of that committee will be elected annually by parents of students enrolled in the school according to policy to be set by the Board. The parent committee shall be authorized by

the Board to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation, and evaluation of school policy.

*Plan for annual financial and programmatic audits*

XCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted no later than October 15.

During the March or April Board Meeting, XCS's Board of Directors, with assistance from the principal, will appoint a committee consisting of least one board member, the principal, two teachers and two XCS parents who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report shall also be included in an annual report to the authorized chartering entity and submitted no later than October 15.

## TAB 6: EMPLOYEES

### *Employee qualifications*

XCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Xavier Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- Xavier Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Xavier Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- The Systems Approach to school climate
- The Math Concept Board
- Language Arts
- Vocabulary
- Expectations Training
- Classroom pacing
- Rules and Reasons – student behavior plans
- Memorization and Dramatization
- Citizen of the Week/Citizen of the Month
- Hall of Fame
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time

*Health and safety procedures*

Xavier Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.
2. Students are required to show proof of immunization before enrolling at Xavier Charter School. Copies of Immunization records and of birth certificates will be kept on file.
3. All visitors are required to sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. To ensure the safety and health of children and staff, Xavier Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review
5. Xavier Charter School shall ensure the safety and health of students and staff by:
  - a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. XCS will cooperate and coordinate efforts with city, county, and state emergency personnel. XCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, XCS will educate parents and patrons by

providing information regarding the Plan in the student handbook or on the XCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that XCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.
- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Xavier Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- attendance to the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. XCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;

- “look-alikes”;
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain Xavier Charter School climate of respect and high expectation there will be no tolerance of bullying, teasing, hazing, harassment, negative or abusive language, or aggressive physical contact. Any such actions will follow disciplinary procedures.

8. Xavier Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student’s place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

#### *Provision for employee benefits*

All employees who currently are members of PERSI will continue their participation. All new employees will become member of PERSI. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Xavier Charter School will make all employer contributions as required by PERSI, and Federal Social Security. XCS will also pay for workers compensation insurance,

unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. XCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

*Transfer rights*

The transfer rights of an employee choosing to work at Xavier Charter School and the rights of such employees to return to any non-charter school after employment at Xavier Charter School will be dependent upon the school district from which an employee might transfer from. Xavier Charter School claims no transfer rights.

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

*Collective bargaining*

The staff of XCS shall be considered a separate unit for purposes of collective bargaining.

*Employee contracts for teachers and administrators*

XCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Xavier Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- Xavier Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management or these duties may be outsourced to a competent agency.

## TAB 7: SCHOOL PROCEDURES

### *Admission procedures*

XCS will be open to all children, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes or issue bonds. The Board of Directors may choose to charge student fees as allowed by state law.

#### I. Enrollment Deadline

Xavier Charter School will establish an enrollment deadline for inclusion in the lottery process each year, by which date all requests for admission to attend Xavier for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or addition to waiting lists at any time.

#### II. Requests For Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend Xavier Charter School. In the case of a family with more than one child seeking to attend Xavier Charter School, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, Xavier Charter School on or before the enrollment deadline, as set by Xavier Charter School. The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of Xavier Charter School is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to Xavier Charter School, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Xavier will be permitted to participate in the equitable selection process.

#### III. Admissions Procedures

Xavier Charter School will establish admission preference as authorized by Section 33-5205(3)(k), Idaho Code, for students returning to Xavier, for children of founders, for children of full-time employees, for children who previously attended within the previous 3 years but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer, or military transfer or reassignment, and for siblings of students already selected to attend Xavier.

Founders shall be defined as those persons:

- sitting on the Board of Directors from April 2006 to April 2007
- involved in the initial writing of the petition for the charter of Xavier Charter School, by:
  - researching start-up facilities sites
  - budget planning
  - writing policies, and definitions
  - obtaining signatures for the petition
- Members of the initial Curriculum Development Team
- Organizing chairperson for the PFA (Parent-Faculty Association)
- Organizing chairperson for the RMM school fundraising group
- Those individuals who have made a significant contribution to the development and establishment of Xavier Charter School.

#### IV. Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for Xavier Charter School will have the selection hierarchy as described in Section 33-5205 of the Idaho Code.

The primary attendance area for Xavier Charter shall the total boundary used by the Twin Falls School District No. 411. All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

Once enrolled in Xavier Charter School, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

#### V. Priority Preferences for Subsequent Enrollment Periods

Xavier Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code. The following children will be included in the second priority group (i.e. "founder's preference) subject to the limitations of that group as allowed by Idaho Code:

- i) Children of full-time employees of Xavier Charter School
- ii) Children who previously attended Xavier Charter School within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

#### VI. Proposed Attendance list

Each year Xavier Charter School will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns

next to the name of each student, in which Xavier will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

#### VII. Equitable Selection Process

If the initial capacity of Xavier Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Xavier will determine who will be offered admission to Xavier by conducting a fair and equitable lottery selection process.

#### VIII. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to Xavier Charter School in that grade, and will be offered admission to Xavier Charter School in such grade until all seats for that grade are filled.

#### IX. Notification and Acceptance Process

1. Within seven days after conducting the selection process, Xavier Charter School will send an offer letter to the parent or guardian, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Xavier Charter School. The offer letter must be signed by the student’s parent or guardian, and returned to Xavier by the date designated in the offer letter from Xavier.
2. Within seven days after conducting the selection process, Xavier Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Xavier Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

## X. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Xavier Charter School is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Xavier Charter School for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to XCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

## XI. Amendments

Xavier Charter School has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the State Board of Education.

### *Disciplinary procedures*

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Xavier Charter School students. There is little tolerance for disrespect shown to oneself and others at XCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Xavier Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at XCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Xavier Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. A preliminary copy of the Student Handbook can be found in the appendix. Steps to insure correct behavior will include, but are not limited to the following:

1. Written or verbal Teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.
5. Expulsion until the next calendar break/semester/rest of year. A hearing within five school days, whenever possible with the Board of Directors will be held. The

Board of Directors has the right to permanently expel students for disciplinary or attendance reasons.

### Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as required by Section 33-205, Idaho Code.

### Temporary Suspension

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

### Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final. The recommendation for expulsion will be reported to the principal or designee on a Recommendation Expulsion Form.

### Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Xavier Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

### Disciplinary Procedures for Special Education Students

Xavier Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline. Students with disabilities are entitled to all of the same due process rights in the area of discipline as students without disabilities. In

addition, there are additional safeguards that will be observed that insure their right to FAPE.

*Public charter school attendance alternatives*

Because Xavier 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 Xavier Charter School.

*Process for public notification of enrollment opportunities*

According to Idaho Code, all advertising and promotion processes for XCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, XCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; XCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

*Plan for the denial of school attendance*

Xavier Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to Xavier's Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will 'sign off' on accepting the conditions and consequences of Xavier's Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Xavier Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

*Student handbook and parental accesses*

Upon approval of a charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of Xavier and that will be in compliance with the Xavier School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the Xavier web site. All new students will receive a copy of the Student Handbook upon enrollment. A copy of the Student Handbook can be found in the appendix.

## TAB 8: BUSINESS PLAN

### *Business plan*

#### Description

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

Xavier Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

#### Marketing Plan

According to Idaho Code, all advertising and promotion processes for XCS will include the dissemination of enrollment information, in both English and Spanish, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, XCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; XCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Idaho Statute §67-23.

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

#### Facility

Upon approval of our charter, Xavier Board of Directors will appoint a Facilities Committee to investigate the best possible site for purchase and/or lease. We will consider temporary facilities only if the facility passes inspection to ensure compliance with state and federal guidelines according to Idaho Code and the Americans with Disabilities Act

#### Operations

Following the outline detailed under Tab 2, organization of Xavier Charter school will generally follow the model of traditional single-grade classrooms starting with grades K – 8, and then, upon approval from the Idaho Charter School Commission, adding 9<sup>th</sup> grade in the year 2008-2009. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon the approval from the Xavier Charter School Board of Directors. The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

#### Board Policy

Upon approval of a charter the Board of Directors will be charged with developing A *School Board Policy Manual* modeled after the Idaho School Board Association Board Policy Manual. This manual will include policies including but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy.

#### Budget

The budget for Xavier Charter School, 1) will be prepared in compliance with section 33-801, Idaho Code, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

#### Working Capital and Assets

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

#### Fundraising

A committee will be established to conduct fundraising efforts to generate capital to supplement the per-pupil allocations.

#### Purchasing Process

Xavier Charter School’s Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

**Payroll Processing**

Xavier Charter School intends to hire a Clerk of the Board or to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

**Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles. Xavier Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors of Xavier Charter School will be responsible for financial management.

**Bonding**

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

**Class Size**

Xavier Charter School is a K-12 school. The capacity of the school is to have two classrooms per grade level in grades K-6.

The goal of Xavier Charter School is to have a small school atmosphere. The classroom size is larger than signified by regular school unit divisors in Idaho Code. The methods we use benefit relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what is often called a negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn.

Enrollment caps will be established as:

- Kindergarten: 24 students per classroom, 2 classes per grade
- 1<sup>st</sup> grade – 3<sup>rd</sup> grade: 28 students per classroom, 2 classes per grade
- 4<sup>th</sup> grade – 6<sup>th</sup> grade: 33 students per classroom, 2 classes per grade
- 7<sup>th</sup> grade – 12<sup>th</sup> grade: 66 students per grade

*Transportation services*

Transportation, if required, will be provided as indicated by the enrollment of students and location of final site. A contract may be negotiated with the local bus service and/or the local school district.

Xavier Charter School will also provide a means by which parents may connect with each other for the purpose of carpooling to and from the school

Parents will also have the option of using Twin Falls Trans IV Transit system. Parents will need to contact Trans IV for routes and pricing.

*School Lunch Program*

Initially, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be \$0.

When it is determined that there are sufficient funds, facility and resources Xavier Charter School will begin offering hot food services and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

**Determining Eligibility for Free and Reduced Price Meals**

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

## TAB 10: BUSINESS PRACTICES

### *Business arrangements*

#### Public Access

Xavier Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

#### Complaint Process

Xavier Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Xavier Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

#### School Records

Xavier Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from Xavier will be forwarded to the new school upon request of the school or parents. Records of students transferring to Xavier will be requested of the previous school of attendance.

#### Inspection Reports

Xavier Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

#### State Compliance

Xavier Charter School will comply with 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.

#### Right to Evaluate Contract Compliance

The Public Charter School Commission shall retain the right at any time to evaluate the degree to which Xavier Charter School is meeting the terms of the charter contract. The Board of Directors or designee may choose to have a district representative(s) or an independent evaluator(s):

1. visit the Charter School;
2. review the Charter School's records and data;
3. directly survey the Charter School's parents/guardians, students, or employees;
4. audit the books of the Charter School;

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

#### Amending the Contract

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

#### *Plan for termination*

It is the responsibility of the board of directors of Xavier Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and Xavier Charter School 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 and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against Xavier, including lawsuits, shall be provided to the Authorized Chartering Entity within five (5) business days of receipt by Xavier.

Dissolution of the Xavier Charter School Corporation will be conducted by Xavier's Board of Directors will follow the Xavier Charter School Amended Articles of Incorporation as stated here:

“Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of the corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.”

In the event of dissolution of the school, all parents/guardians will be notified in writing. Xavier Charter School will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board of Directors to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

#### *Internet Policy*

XCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in the Appendix.

*Budget*

Revenue

State Allowance will be calculated using the forms provided by the State Department of Education in the following manner:

2007-2008	244 Students Unit Calculator of 13.7 0.5 FTE Kindergarten 8.0 FTE Classroom teachers grades 1-8 1.5 FTE Special Education (as needed, based on student population) 0.5 FTE Music Teacher 0.5 FTE Foreign Language Teacher 1.0 FTE Administrator 1.0 FTE Administrator Assistant 5.5 FTE Classroom Aids
2008-2009	270 Students Unit Calculator of 15.9 0.5 FTE Kindergarten 10.0 FTE Classroom teachers grades 1-9 <b>1.5</b> FTE Special Education (as needed, based on student population) 0.5 FTE Music Teacher 0.5 FTE Foreign Language Teacher 1.0 FTE Administrator 1.0 FTE Administrator Assistant 6.0 FTE Classroom Aids
2009-2010	295 Students Unit Calculator of 17.9 0.5 FTE Kindergarten 11.0 FTE Classroom teachers grades 1-10 2.0 FTE Special Education (as needed, based on student population) 0.5 FTE Music Teacher 0.5 FTE Foreign Language Teacher 1.0 FTE Administrator 1.0 FTE Administrator Assistant 6.0 FTE Classroom Aids

- Federal Startup Grant will be used as revenue only in year 2007-2008.
- A 4% per year salary increase is proposed for years two and three.
- Transportation costs and reimbursements are based on Twin Falls School District 411 Funding Cap06 document which indicates that 21% of students were transported at a cost of \$820 per student. We have included an 8% increase in transportation costs per year per student.
- Fundraising amounts are based on specific prior fundraising experience of three of the founders. Fundraising will follow a two tier model, the first in the form of a jog-a-long and the second is a model based on the Raising More Money model by Terry Axelrod. Experiences from two similarly-sized schools to XCS are:

- School “A” consistently receiving an average of \$56,000 per year in donations over the past 10 years from the jog-a-long event.
- School “B” receiving \$27,500 in donations in the introductory year, and \$35,735 in donations the second year of the jog-a-long event.
- School “B” receiving \$45,000 in private donations using the Raising More Money model during the introductory year of the model.
- Legal advice has been donated for years one through three by Bob Jackson (see appendix for reference letter).
- We are submitting two proposed budgets, A and B. The budgets differences are found in Facilities Expense (300) due to the two proposed facilities and in Revenue because of a startup loan for facility A. Documentation for each facility can be found in the Appendix.

*Budget A*

Leasing a 12,325 sq. ft. facility from Steve DiLucca from Westerra Realty Group. The building located at 771 College Ave, Lot 1 Block 4, Breckenridge Farms Phase V Subdivision in Twin Falls, Idaho, zoned C-1 which is suitable for a school. This building will be vacated in one month, and we have the first choice for the lease. The owners are interested in a two to three year lease, with the lease starting January 1, 2007. Jim Evans of D.L. Evans Bank has been working with us with various loan options, one being a startup loan to cover initial lease expense for the first 6 months, January to June, 2007. Leasing rate is \$12/square foot for the 12,325 square foot building with a 3% increase per year. We have included a recommended \$3/square foot that would cover insurance, utilities, taxes, phones, and ground care; the owner pays for the water. A copy of our intention to lease is included in the appendix, as is the remodeling estimation documentation.

This option is by far our preferred choice of the two properties. This modern building is less than 10 years old, has adequate room for classrooms, a large fenced in grassy area around two sides of the building, plenty of parking spaces, handicap assessable, a place for a bus turn-around and is available immediately. The only negative is that we would need to begin the lease at the first of the year, necessitating the startup loan from D.L. Evans. But, we would be able to use the facility to hold public meetings for our school, and have a place to have "office hours" for inquiries. Leasing for several years will also give us time to grow and the time to deliberate and look for a permanent home for our school

**Budget A**

Students			244	270	295
<b>Revenue</b>			<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
	State Allowance				
		Salary Allowance	\$617,660.00	751,215.00	811,788.00
		Benefits Allowance	\$102,811.00	122,448.00	129,465.00
		Entitlement	\$348,473.00	362,411.92	376,908.40
	Title VIB		\$5,000.00	\$5,000.00	\$5,000.00
	Fundraising		\$40,000.00	\$40,000.00	\$40,000.00
	Federal Startup Grant		\$150,000.00		
	DL Evans Startup Loan		\$180,000.00		
	Transportation reimbursement		\$35,547.00	\$42,907.32	\$50,404.92
		<b>Total Revenue</b>	<b>\$1,443,944.00</b>	<b>\$1,323,982.24</b>	<b>\$1,413,566.32</b>
<b>Expenses</b>					
100	Salaries				
		Administration	\$80,000.00	83,200.00	86,528.00
		Certified	\$378,750.00	465,520.00	537,852.00
		Classified	\$94,905.00	107,674.00	111,981.00
		<b>Total Salaries</b>	<b>\$553,655.00</b>	<b>\$656,394.00</b>	<b>\$736,361.00</b>
200	Employee Benefits				
		PERSI, FICA, MC, Sick/Retirement, etc.	\$111,061.00	128,518.00	137,087.00
		Benefit Adjustment	\$5,000.00	5,500.00	6,000.00
		Medical/Dental/Vision	\$75,000.00	82,000.00	89,000.00
		<b>Total Benefits</b>	<b>\$191,061.00</b>	<b>\$216,018.00</b>	<b>\$232,087.00</b>
300	Purchased Services				
	Services, Contract, and Programs				
		Legal (donated first year)	\$2,500.00	2,600.00	2,704.00
		Audit Fee	\$5,500.00	5,720.00	5,948.80
		Staff Development	\$15,000.00	15,000.00	15,000.00
		Legal Publications/Advertisement	\$2,000.00	\$2,000.00	\$2,000.00
		Student Testing	\$2,000.00	\$2,000.00	\$2,000.00
		Liability Insurance	\$13,000.00	13,520.00	14,060.80
		Fire & Theft Insurance	\$3,000.00	3,120.00	3,244.80
		Special Education	\$20,000.00	20,800.00	21,632.00
		Substitute Teachers	\$2,000.00	2,000.00	2,000.00
		Transportation	\$41,820.00	50,479.20	59,299.90

Tab 10: Business Practices

		<b>Total Services and Contacts</b>	<b>\$106,820.00</b>	<b>\$117,239.20</b>	<b>\$127,890.30</b>
	Facilities				
		Facility Lease	\$147,900.00	\$153,816.00	\$159,968.64
		Loan Payment	\$185,300.00		
		Permits & Fees	\$500.00		
		Remodel Costs	\$38,000.00		
		\$3/sq ft for Utilities, taxes, Insurance, phones, ground care	\$37,500.00	39,500.00	41,500.00
		<b>Total Facilities</b>	<b>\$409,200.00</b>	<b>\$153,816.00</b>	<b>\$201,468.64</b>
400	Supplies & Materials				
		Text Books	\$25,000.00	15,000.00	15,000.00
		School Supplies	\$8,000.00	15,000.00	15,000.00
		Custodial Supplies	\$4,000.00	4,160.00	4,326.40
		<b>Total Supplies &amp; Materials</b>	<b>\$37,000.00</b>	<b>\$34,160.00</b>	<b>\$34,326.40</b>
500	Capital Objects				
		Furniture	\$30,000.00	7,000.00	7,000.00
		School Equipment	\$5,000.00	5,000.00	5,000.00
		Music Lab	\$17,000.00	200.00	200.00
		Science Lab	\$5,000.00	1,500.00	2,000.00
		Computer & Tech Lab	\$20,000.00	1,000.00	1,000.00
		Technical AV	\$3,000.00	500.00	500.00
		Playground Equipment	\$6,000.00	2,000.00	2,000.00
		Phone System	\$3,000.00	0.00	0.00
		<b>Total Capital Objects</b>	<b>\$89,000.00</b>	<b>\$17,200.00</b>	<b>\$17,700.00</b>
		<b>Total Expenses</b>	<b>\$1,386,736.00</b>	<b>\$1,194,827.20</b>	<b>\$1,349,833.34</b>
		Reserve/(Deficit)	\$57,208.00	\$129,155.04	\$63,732.98



*Sufficiency Review*

July 10, 2006

Cindy Fulcher  
Xavier Charter School  
PO Box 5861  
Twin Falls, ID 83303

Dear Ms. Fulcher:

Enclosed is the State Department of Education's review of your petition to establish Xavier Charter School. The findings of the State Department of Education are listed in the attached document. Items listed with no recommendations are sufficiently described in the petition. Other items note recommendations that should be addressed in the petition. Please communicate these findings and any needed or completed changes in the petition to founders, any committees helping to initiate the charter school, and to the authorizing charter entity. If you have any questions regarding these findings, please contact me at (208) 332-6955.

The State Superintendent of Public Instruction has the responsibility to carry out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code section 33-125). This petition review was to ensure that the petition was aligned with the laws governing public schools.

After your petition has been approved, please send a copy to each of the following:

Office of the State Board of Education	State Department of Education
Karen Echeverria	Stephanie Clark
P.O. Box 83720	P.O. Box 83720
Boise, Idaho 83720-0037	Boise, Idaho 83720-0027

Please note the authorization and limitations section of Idaho Code Section 33-5203, and limitations on new public charter schools described at IDAPA 08.02.04.100 in the new charter school administrative rules.

Sincerely,

Stephanie Kay Clark, School Choice Coordinator  
Bureau of Educational Improvement

Enclosure: Idaho State Department of Education Sufficiency Review

**Sufficiency Review by the Idaho Department of Education  
Elements Required of a Petition to Establish a Charter School**

Pursuant to the new public charter school rules adopted by the State Board of Education (3-10-05), petitioners are required to submit their proposed draft petition to establish a charter school to the State Department of Education for the purpose of determining whether the petition complies with statutory requirements. This must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

After a sufficiency review has been conducted by the State Department of Education, the petition may be submitted to an authorized chartering entity with a copy of the review.

Upon approval by an authorized chartering entity, a Tracking Form must be completed, signed, and attached to the approved charter and a copy submitted to the State Board of Education and the State Department of Education.

**Charter School Name:**

Xavier Charter School

**Authorized Chartering Entity:**

Twin Falls School District #411

**Date submitted to State Department of Education for Sufficiency Review:**

June 9, 2006

**Date of Review:**

July 10, 2006

Items with no recommendations are sufficiently described in the petition.

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Describe the school's **educational program and how it will identify:**

- a) What it means to be an "educated person" in the 21<sup>st</sup> century; and**
- b) How learning best occurs.**

5205 (3) (a)

Comments by SDE

No comment.

Identify the **school's goals** and how all **Educational Thoroughness**

**Standards** (as defined in I.C. § 33-1612, Idaho Code) shall be fulfilled.

5205 (3) (a)

Comments by SDE

**Finding: Curricula in reading and language arts, do not meet NCLB standards for scientific, research based interventions, particularly for students with disabilities.**

**Recommendation: Include the scientific, research-based interventions the school will be providing.**

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Identify **measurable student educational standards** that describe the extent **to which all students of the charter school will demonstrate they have attained the skills and knowledge** specified as goals in the school's educational program.

5205 (3) (b)

Comments by SDE

**Finding: On page 15, objectives are not necessarily measurable.**

**Recommendation: Write the objectives so that someone would be able to definitively establish that they have been achieved.**

Identify the **method by which student progress is to be measured** in meeting the school's student educational standards.

5205 (3) (c)

Comments by SDE

**Finding: Petition states that by third grade, students will read at grade level and will be computing math at grade level by grade 4. However, it does not mention what will be used to determine these.**

**Recommendation: State the measurements that will be used.**

Describe how the school's students **will be tested with the same standardized tests as other Idaho public school students.**

5205 (3) (d)

Comments by SDE

**Finding: Page 17 - scores on the statewide tests are not reported or ranked in quartiles.**

**Recommendation: Should either use another measurement or state who will be doing the ranking in quartiles for the charter school.**

**Finding: Page 17, the grades of the assessments are not correct for the DWA and DMA.**

**Recommendation: It should be 5, 7, and 9 for the DWA, and the DMA should be 4, 6, and 8.**

**Finding: The TAP test is a norm referenced test that is no longer used in the state system.**

**Recommendation: If it is going to be used as an additional check for the school, it should indicate which form of the test will be used.**

**Finding: Bottom of page 17, last sentence under Special Note refers to Liberty Charter.**

**Recommendation: Ensure that all references to Liberty that should be Xavier are corrected.**

Describe how the school will ensure that it **shall be state accredited** as provided by rule of the Idaho State Board of Education.

5205 (3) (e)

5210 (4) (b)

2 of 9 7/10/2006 Charter Petition Sufficiency Checklist

Required Elements of 33-5205

Idaho Code

Title 33

Chapter 52

Comments by SDE

**No Finding.**

**Recommendation: The state is implementing a new accreditation process. It is recommended that PSC staff attend the fall training on accreditation and learn the new process for submitting the accreditation reports through the on-line continuous improvement planning tool that will be required.**

Describe **the governance structure of the school**, including the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement.

5205 (3) (f)

Comments by SDE

**Finding:** On page 19 and other pages, the petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** The petition states (p 18, paragraph 4) that the “governing body consists of directors elected or appointed as set forth in corporate bylaws.” The Articles of Incorporation (Appendix I) state “members shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)” The petition later states (p 18, paragraph 6) that “During the initial year of operation, the Board shall be comprised at least of the following directors nominated and appointed by the governing body...” It then states in paragraph 7 that the “Board of Directors will be determined through elections...” This section is confusing and appears that the “governing body” that “consists of directors” will appoint or elect themselves to the Board of Directors.

**Recommendation:** Clarification should be given.

Describe the **qualifications to be met by individuals employed** by the school.

Instructional staff must be certified teachers pursuant to rule of the State board of education.

5204A (1)

5205 (3) (g)

5210 (4) (a)

Comments by SDE

No comment.

Describe the procedures the school will follow to **ensure the health and safety of students and staff.**

5205 (3) (h)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Finding:** The Charter has addressed certain health and safety policies and procedures for students and staff. However the following are areas not mentioned:

**1. Administrative Rules of the State Board of Education: IDAPA 08.02.03**

**Thoroughness – Safe**

**Environment and Discipline Policy and procedure encompassing the following**

. **School Climate . Discipline**

. **Student Health . Violence Prevention**

. **Suicide Prevention . Student Harassment**

. **Drug-Free School Zones**

**2. No Child Left Behind Act 2001 – “Title IX, Part E. Subpart 2, Sec. 9532. Unsafe school Choice Option.” Idaho has a statewide policy addressing - “Unsafe school choice option policy.”**

**3. Contagious or Infectious Diseases**

**Recommendation:** These are required policies and procedures for all schools.

Describe the school’s **plan for denial of attendance** to any student who is or has been:

An habitual truant,

Incorrigible,  
Deemed by the board of directors to be disruptive of school discipline or instructional effectiveness,  
Detrimental to the health and safety of the other students, or Expelled from any other school district or state.

5205 (3) (i)

Comments by SDE

**Finding:** On page 23, the petition states that a student expelled from another district shall be denied the right to enroll in Xavier Charter School for the period of time that the student had been expelled from the other district.

**Recommendation:** Expulsions do not have a time period; they are considered permanent in the district imposing the disciplinary actions.

**Finding:** The petition states on page 22 that strict adherence to the school’s code of conduct is required, and that new and incoming students will be evaluated during a four (4) week probationary period.

Should those students “show signs” of truancy, incorrigibility, disruptive to the learning process, health or safety risk, they will be subject to the disciplinary provisions of Element 14 of the petition. Element 14 emphasizes that students must demonstrate kindness, politeness, honesty, integrity, and respect, and states that the number one school goal is to provide an atmosphere that is conducive to learning. Element 14 states that students facing disciplinary action will be granted due process pursuant to Idaho Code § 33-205, and sets forth several examples of behavior that could lead to the expulsion of a student.

**Recommendation:** A public charter school must follow the general education laws of the State of Idaho.

**Idaho Code §33-5210(2). Idaho Code § 33-205 specifically sets forth the basis upon which a public school may deny school attendance to a student. Such denial may occur if the pupil is habitually truant, incorrigible, or the student’s conduct is continuously disruptive of school discipline or the school’s instructional effectiveness, or if the student’s presence is detrimental to the health and safety of other students. “Incorrigible” means incapable of being reformed, or difficult or impossible to control.**

**Xavier Charter School must follow the parameters set forth in Idaho Code § 33-205 in order to deny attendance to a student. The statute makes no provision for placing students in a public school on “probation.” Regardless of the behavior standards that Xavier may wish to enforce, students must fall within the rubric of Idaho Code § 33-205 before they can be denied attendance.**

Describe **admission procedures** will comply with I.C. § 33-5205(j), **to include a provision for over-enrollment**, and equitable selection processes for the initial year, as well as subsequent years of operation. **Include enrollment capacity of the charter school.**

5205 (3)(j)

Comments by SDE

**Finding:** Although the petition states that founders will be given preference, no detailed definition of what the school considers a founder is included.

**Recommendation:** To help keep clarity in enrollment issues later, it is best to define what constitutes a founder in the petition.

**Finding:** The petition indicates that the school will follow Idaho Code § 33-5205(i).

**Recommendation: The correct cite should be Idaho Code § 33-5205(j).**

**Finding: Although the petition discusses anticipated enrollment on page 39, it does not state its enrollment capacity.**

**Recommendation: Enrollment capacity needs to be included.**

Describe how **waiting lists will be developed and renewed annually.** 5205 (3)(j)

Comments by SDE

**Finding: Petition specifically spells out methodology to be used to develop the waiting list.**

**Recommendation: The exact method should not be mentioned, such as index cards will be used, as this is part of the charter contract and will thus make it the only method allowed without a charter amendment.**

Describe the manner in which an **annual audit of financial and programmatic operations** will be conducted.

5205 (3) (k)

5206 (7)

5210 (3)

Comments by SDE

**Finding: The petition does not describe how a programmatic audit will take place. The petition references Idaho Code § 33-5205(3)(i) in relation to a programmatic audit, but that code section discusses denial of attendance.**

**Recommendation: Subsection (k) mentions the need to conduct a programmatic audit, but does not describe how one is to be accomplished. Petition needs to describe how a programmatic audit will take place.**

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Describe the school's **procedures for suspension, expulsion and re-enrollment of students, as well as procedures required by I.C. § 33-210.**

5205 (3) (l)

Comments by SDE

**Finding: The procedures are found at pages 27 through 29.**

**Recommendation: The school is cautioned that Idaho Code § 33-205 must be followed in denying attendance to any student through suspension or expulsion.**

Include a provision that ensures all staff members will be enrolled in and covered by all of the following:

**Public Employee Retirement System (PERSI)**

**Federal Social Security**

**Unemployment Insurance/Worker's Compensation Insurance.**

5205 (3) (m)

Comments by SDE

**Finding: In their petition they state that all employees who are currently members of PERSI will continue their participation.**

**Recommendation: All employees are required to be covered by PERSI. This should be restated so that it is clear that not only current members but those new to the system will also contribute.**

Describe the **public school attendance alternative** for students residing within the school district who choose not to attend the public charter school.

5205 (3) (n)

Comments by SDE

No comment.

Describe **the transfer rights of any employee** choosing to work in a charter school **that is approved by the board of trustees of a school district**, and the right of this employee to return to any non-charter school in the **same** district.

5205 (3) (o)

33-1217

Comments by SDE

No comment.

Include a provision that ensures that the **staff** of the public charter school shall be **considered a separate unit for purposes of collective bargaining**.

5205 (3) (p)

Comments by SDE

No comment.

Describe the manner by which **special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students**.

5205 (3) (q)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Overall Recommendation: XCS must adopt the Idaho Special Education Manual as policy or develop their own set of policies that must be submitted to the State Department of Education for review and approval.**

**Finding: The charter petition states that students with disabilities may be exempted from academic proficiency requirements for entrance, but enrollment procedures do not state that academic proficiency is a condition for entrance.**

**Recommendation: There can not be academic proficiency requirements for entrance regardless if the student has a disability or not.**

**Finding: The petition appears to say that the special education coordinator is an administrator rather than a special education certified teacher working directly with students with IEPs.**

**Recommendation: Indicate who will be providing academic support and direct instruction to students in accordance with their IEPs.**

**Finding: Petition is unclear on how student special education evaluations will be conducted.**

**Recommendation: Clarify the following points – 1) will only outside evaluators be contracted to conduct all assessments needed for initial evaluations and re-evaluations; 2) who will determine what assessments are appropriate for a specific student; 3) will the special education teacher conduct academic assessments; and 4) if so, how will the appropriate assessment materials be procured.**

**Finding: Petition is unclear on how a FAPE will be delivered.**

**Recommendation: Clarify the following points – 1) what materials or programs will be used for strategic interventions for students at-risk of academic failure; 2) what materials or programs will be used for intensive interventions for students with**

**disabilities; and 3) will teachers receive professional development in use of these materials.**

**Finding: Petition does not mention how special education will be funded.**

**Recommendation: State and federal funds typically cover less than 20% of the actual cost of these services. Need to determine how the rest will be funded.**

**Finding: Petition is missing a complete discipline plan for students with disabilities.**

**Recommendation: Must include how student behavior will be proactively addressed and the specific process that will be followed if a student with a disability violates school rules or code of conduct, including what will occur if the behavior of concern is related to, or the result of, the student's disability and also if the behavior is not related to the disability. If the consequences for the behavior(s) result in a student with a disability being excluded from a class or from school for more than 10 days, list exactly the process that will be followed by the school personnel.**

Describe the school's plan for working with parents who have **students** who are **dually enrolled** pursuant to Chapter 2, Title 33, Idaho Code.

5205 (3) (r)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Finding: The petition does not appear to describe a plan for working with parents who have dually enrolled students.**

**Recommendation: This must be addressed clearly in the petition.**

Describe the manner in which **citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.**

5205 (3)(s)

Comments by SDE

**Finding: Petition only mentions second language in print.**

**Recommendation: Make sure that all advertisement is done in both languages regardless of print or spoken.**

Describe the school's proposal for **transportation services** as required by I.C. § 33- 5208(4).

5205 (3) (t)

5208 (4)

Comments by SDE

**Finding: The petition does not describe a proposal for transportation services. I.C. § 33-5208(4) clearly requires a petition to include a proposal for transportation services during the initial year of operation, along with an estimated cost. I.C. § 33-1501 requires public schools to provide bussing for students living more than 1 and ½ miles from school. I.C. § 33-5210 does not exempt charter schools from general education laws, only rules promulgated by the state board of education.**

**Recommendation: Contrary to the statements in the petition, there is no need to wait for a court ruling on application of the transportation requirements of public schools and whether they apply to public charter schools. The petition must include a proposal for transportation services including but not limited to students with disabilities during the initial year of operation, along with an estimated cost.**

Describe the school's plan for **termination of the charter** by the board of directors, to include:

Identification of who is responsible for dissolution of the charter school;

A description of how **payment to creditors** will be handled;

A procedure for **transferring all records of students** with notice to parents of how to request a transfer of student records to a specific school; and

A plan for the **disposal of** the public charter school's **assets**.

5205 (3) (u)

5206 (8)

Comments by SDE

**Finding:** The petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** Does not say who is responsible for the dissolution of the charter school.

Required Elements of 33-5205

Idaho Code

Title 33

Chapter 52

**Recommendation:** This needs to be identified.

**Finding:** Does not detail how student records will be handled.

**Recommendation:** Include a plan that details the procedure for transferring student records with notice to parents as to how to request a transfer of student records to a specific school.

Describe the proposed operation and potential effects of the school, to include the following:

a) facilities to be used by the school;

b) the manner in which administrative services of the school are to be provided; and

c) the potential civil liability effects upon the school and its chartering entity.

5205 (4)

Comments by SDE

**Finding:** The petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** The petition fails to identify the facilities that the school intends to use.

**Recommendation:** If a site has not yet been decided upon, the petition must include the specific options that the charter school has investigated. For instance, a table that spells out each possible location, its square footage, its estimated costs, and any other details that are pertinent.

After a sufficiency review has been facilitated by the State Department of Education, the petition may be submitted to an authorized chartering entity for review.

**Upon approval by the authorized chartering entity**, complete and sign a **Tracking**

**Form**. Attach the Tracking Form to the approved charter and submit two copies:

1st copy - State Board of Education: 2nd copy - State Department of Education:

State **Board** of Education State **Department** of Education

**Karen Echeverria Stephanie Clark**

650 West State Street, **3rd Floor** 650 West State Street, **2nd Floor**

P.O. Box 83720 **P.O. Box 83720**

Boise, Idaho 83720-0037 **Boise, Idaho 83720-0027**

Forms available at [www.sde.state.id.us/instruct/docs/charter/06/pet.htm](http://www.sde.state.id.us/instruct/docs/charter/06/pet.htm),

"Forms Required in the Petitioning Process"

*Twin Fall School District Official Response to Xavier Charter Petition*



**T F S D**  
**Wiley J. Dobbs, Ph.D.**  
 Superintendent of Schools

*Our Mission*  
 To provide a quality education  
 necessary for students to be  
 successful in life.

**DATE:** August 14, 2006  
**MEMO TO:** Twin Falls School District #411 Board of Trustees  
**FROM:** Dr. Wiley Dobbs, Superintendent  
**RE:** Xavier Charter School Petition Recommendation

After careful review of the Xavier Charter School Petition, research of other school districts, legal advice from our attorney and the Idaho Deputy Attorney General assigned to the State Board of Education and to the Public Charter School Commission, and thorough discussion among our District Office Team, we believe that it is in the best interest of the Xavier Charter School Founders and the Twin Falls School District to refer the charter school group to the State Charter School Commission. The District Office Team bases this decision on the following:

- The State Charter School Commission and their staff have greater resources to provide assistance and support for the Xavier Charter School Founders in setting the school up for success.
- There is a demand on the current district resources that would limit the ability to serve another entity in the school district. The district is providing limited resources in the areas of special education, Title I, Title II, migrant, and ELL from an already limited budget and personnel. The district has challenges meeting the needs for its existing students in specialized areas. In addition, it is becoming increasingly more difficult to generate NCLB-required highly qualified staff particularly in the area of special education.
- Time constraints – The Xavier Charter School Founders would like to work toward opening the school in the fall of 2007. It is the opinion of the District Office Team that a great deal of time and work would be necessary to provide the level of information in the petition necessary for a recommendation of taking the proposed school under the umbrella of the school district.
- Legal resources and costs could be incurred in the development of agreements, contracts, procedures, and documents to frame the arrangement in accordance to the laws and codes regulating public schools and public charter schools.
- With the recent passage of the \$49.7 school bond levy, the third largest in Idaho's history, the administrative staff will be challenged with enormous duties including potential rezoning, grade reconfiguration at the elementary, middle and high school levels, constructing a new high school, and building improvements at eight of the remaining nine school sites. Currently our district operates with 2.5 administrative positions less than is allotted by the state. The district supports additional teaching positions with that funding.

Twin Falls School District # 411  
 201 Main Avenue West  
 Twin Falls, Idaho 83301  
 208.733.6900 - Phone  
 208.733.6987 - FAX

- The administrative staff is fully engaged in current programs and services to meet the needs of students, teachers and staff. Implementation, oversight, supervision, and management of curriculum, programs, and ongoing staff development are considered priorities for our district and would leave little time to assist or ensure accountability for a charter school.
- The district has the potential for liability in the areas of policy and procedures relating to curriculum, fiscal affairs, special populations services and student behavior and discipline. There is a risk for the district in these areas that could consume financial resources and time already committed to other areas.
- The TFSD #411 Board of Trustees would have additional duties to ensure oversight and assurance that Xavier was satisfying all conditions of the agreement and the expectations placed on the school by Idaho Code and the Idaho Charter School Commission.

Based on our thorough analysis of this issue, it is our recommendation that the TFSD #411 Board of Trustees refer the Xavier Charter School Founders and Directors to seek consideration from the Idaho Charter School Commission for approval based on the power and authority granted to them as outlined in Idaho Code.

## **APPENDIX**

### *Board of Directors*

Board of Directors  
Pat Brown  
Jarod Kuerth  
Debbie Jackson  
Becky Baird  
Joni Peterson

### ***Internet/Computer Use Policy***

The use of computers, including laptops, and the Internet can be unique and valuable tools that support the education of students in Xavier Charter School. They provide access to information in millions of widespread files. Their proper use can open new opportunities for research and communication. With opportunities come the disadvantages and/or dangers of access to information that may not be appropriate in the schools. Xavier Charter School will make reasonable effort to limit improper use and to shield students from access to inappropriate materials. The word “user” refers to anyone using a school computer, including, but not limited to, students, employees, and visitors with prior approval to use the computers.

#### **PROCEDURES FOR USE**

1. Individual computer/Internet users have the ultimate responsibility to use computer/Internet resources appropriately. All computer/Internet users are expected to use the network for purposes appropriate to the educational environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of Xavier Charter School.
2. All employees shall accept responsibility for monitoring student use on the Internet. It is the employee’s responsibility to be aware of the sites students are accessing and provide appropriate supervision for any workstations he/she oversees.
3. There is no expected right to privacy with use of Xavier Charter School computer/Internet. Administrators and teachers have rights to view all files and correspondence of employees and students whom they supervise.
4. Each student must agree to abide by these policy provisions and sign and return the attached signature page to the school before being allowed to access the school’s computers or the Internet. Students who are minors must also have a parent signature on the signature page in addition to their own.

#### **CONSEQUENCES**

Any action by a user that is determined to violate ~~district~~ **school** policy or constitute an inappropriate use of the network or to improperly restrict or inhibit other users from using the network will result in disciplinary action and/or loss of use of the network and all school computers. A user will be required to reimburse Xavier Charter School for any losses, costs, or damages, including attorney’s fees, caused by inappropriate use of the network. Any condition or activity not specifically listed that is not consistent with the policies, purposes, and objectives of Xavier Charter School are prohibited.

RULES1. Users shall:

- Use accepted rules of network etiquette (Netiquette).
- Follow the same standard of conduct expected and required in a classroom and specific user instructions.
- Promptly disclose to your teacher or system administrator any security problems or potential security problems without demonstrating the problem to others. Also report any message you receive that is inappropriate or makes you feel uncomfortable.
- Respect the rights of copyright owners. Materials must not be placed, copied, or redistributed on the network without the authors or owners written permission. Permission must be specific in the document, on the network, or must be obtained directly from the author or owner. If you are unsure of copyright rules, ask a teacher.
- Report violations of rules.
- Use of news-groups and chat-rooms and other systems including blogging will only be allowed with approval from both the classroom teacher and principal.
- Use school-owned computers, laptops, PDA's, cell phones, or other equipment at home only with the approval from both the classroom teacher and principal.

2. Users shall not:

- Send or deliberately receive a message that is inconsistent with the school's code of conduct, written or implied, or agree to meet with someone you have met online.
- Use the network for commercial use, including agreeing to sell or offering for sale any goods or services that could be construed as commercial enterprise.
- Send or retrieve materials that are defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal, or that encourages the use of controlled or illegal substances.
- Send/receive information using someone else's name or password.
- Read other users mail or files without the user's permission.
- Reveal personal contact information about yourself or others including age, gender, address, telephone, school address, work address, social security number, etc.
- Plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.
- Vandalize equipment or data of another user, the network, or any of the agencies or other networks that are connected to the Internet. Vandalism is defined as any malicious attempt to harm or destroy.
- Log in as another student or person
- Share login information with other students or person

- Share or copy files, unless directed by the instructor
- Participate in Internet bullying or use any school-owned equipment for such purposes.
- Violate Idaho Code 18-2202, Computer Crime, which states:

Any person who knowingly and without authorization alters, damages, or destroys any computer, computer system, or computer network as described in section 18-2202 Idaho Code, or any computer software program, documentation or data contained in such computer, computer system, or computer network, commits computer crime. A violation of the provisions of this section shall be a FELONY.

---

Please sign and return this portion of the document to the school.

I have read and do agree to abide by the provisions of this Xavier Charter School Policy.

---

User Name (Print) First

---

Last

---

User Signature

---

Date

---

Parent Signature (if User is a Student)

---

Date

---

Student Grade Level

### ***Weapons Policy***

The Board of Directors prohibits students from possessing, storing, making, carrying, concealing in a locker or vehicle, or using a weapon or other devices designed to inflict serious bodily harm in any setting that is under the control and supervision of the School for the purpose of school activities approved and authorized by the School including, but not limited to, property leased, owned, or contracted for by the School, a school-sponsored event, in a School vehicle, or in school-sponsored transportation, without the written authorization of the Principal.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to: firearms, guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), an antique firearm, a rifle, shotgun, BB gun, pellet gun, facsimile of a firearm, chemical weapon with a chemical propellant, knives, pocket knife, butter knife, sword, sword cane, dirk, metallic weapons, ammunition and explosives, shotgun shells, cartridges, or ammunition of a firearm, and common objects found to be weapons (box cutters, pencils, razor blades, etc.), or any destructive device such as any bomb, grenade, mine, rocket, missile, pipe bomb, explosive firearm (including a starter gun) which may readily be converted to expel a projectile, the frame or receiver of any such weapon, any firearm muffler firearm silencer, machine gun, or short-barreled shotgun.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

Further notice is given that except as determined by the Board of Directors on a case-by-case basis, a student who engages in such behavior while on school property, on school-sponsored transportation, school bus stop, or during school-sponsored activities shall be suspended, recommended for expulsion from school for not less than one (1) calendar year, and referred to the proper law enforcement agency for the purpose of criminal prosecution.

The Principal shall prepare administrative procedures to ensure immediate reporting to the parent and to the local law enforcement agency and proper disciplinary action as provided for in student/parent handbook.

The Principal is authorized to establish administrative procedures on weapons, which require students to immediately report knowledge of weapons and threats of violence by students and staff to the building principal. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

Items pre-approved in writing by the Principal as part of a class or individual presentation or a theatrical prop used under adult supervision, if used for the purpose and in the

manner approved, would be an exception to this policy. (Working firearms and any ammunition will never be approved as part of a presentation.)

Procedures shall also include the immediate reporting to the appropriate law enforcement agency if a dangerous weapon is found or is suspected to be in the possession of a School employee or a visitor.

### *Alcohol, Tobacco, Drug Policy*

Xavier Charter School recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed.

**DISCIPLINARY PROCEDURES:** Students are forbidden to knowingly and/or voluntarily use, possess, distribute/sell alcohol, drugs, tobacco or other controlled substances while in school or at school sponsored events.

1. Distribution/Sale: Any student found to be distributing or selling alcohol, tobacco, drugs or other controlled substance will be referred to the Board of Directors for expulsion. Law enforcement will be notified immediately.
2. Under the influence: Any student judged to be under the influence of alcohol or other controlled substance regardless of any previous voluntary disclosure, will be deemed to be in violation of Section 37-2732C, Idaho Code, and will be subject to evaluation by a qualified counselor, administrator, or designee. Upon completion of the school's evaluation, the building designee may choose to initiate procedures to seek evaluation by law enforcement. The law enforcement evaluation may result in the transfer of school custodial responsibility to that of law enforcement in accordance with Section 20-216, Idaho Code.
3. Use/Possession: Any student found to be using or in possession of alcohol, tobacco, drugs or other controlled substance will be disciplined in the following manner:
  1. The student's parent/guardian will be notified as soon as possible.
  2. The student will receive 3 days in-school suspension. An informal hearing will be held prior to the suspension as required by Section 33-205, Idaho Code.
  3. The student will not be able to participate in school's extra curricular activities/sports for the period of one month.
  4. The student and the principal, or someone appointed by the principal will develop a Plan for Corrective Behavior for the student.
  5. In the case of a violation of the Plan for Corrective Behavior or a second offence, the student will be referred to the Board of Directors for expulsion from Xavier Charter School.

*Letter of intent to donate legal work*

**Robert L. Jackson, Esq.  
Attorney at Law**

161 9<sup>th</sup> AVE. SOUTH, THIRD FLOOR  
TWIN FALLS, IDAHO 83301  
734-2552

TO XAVIER CHARTER SCHOOL:

THIS IS TO INFORM YOU THAT THE LEGAL WORK WE HAVE ASSISTED YOU WITH THUS FAR HAS BEEN DONE AS PRO-BONO WORK AND WILL NOT BE BILLED. I ANTICIPATE THIS ARRANGEMENT WILL BE ONGOING OVER THE NEXT SEVERAL YEARS AS OUR MUTUAL INTEREST IN THE SCHOOL'S PROGRESS CONTINUES.

I LOOK FORWARD TO WORKING WITH YOU IN THE FUTURE.

SINCERELY,



ROBERT L. JACKSON



Letter of Intent to Lease



November 16, 2006

Sue Loosli  
Prudential Idaho Homes & Properties  
1411 Falls Avenue E. Suite #215  
Twin Falls, Idaho 83301  
[sue@prudentialidahohomes.com](mailto:sue@prudentialidahohomes.com)

**RE: Landlord's response to Letter of Intent to Lease from XAVIER Charter School.**

Dear Sue,

On behalf of **TFDOE, LLC** ("Landlord"), thank you for the Letter of Intent to Lease dated November 10, 2006 from **XAVIER CHARTER SCHOOL** ("Tenant"). The terms and conditions outlined in the LOI are acceptable to the Landlord, with the following changes:

1. **Item #1 of the LOI** – The rental rate shall be \$12.00 per square foot per year, NNN, payable in monthly installments beginning January 1, 2007. The rental rate is based upon the rentable square footage of 12,325.
2. **Item #2 of the LOI** – The Landlord proposes a five and one-half (5 ½) year Lease term commencing on January 1, 2007, with two (2) five (5) year options to renew. The rental rate will increase three percent (3%) annually beginning in the thirteenth (13<sup>th</sup>) month of the Lease. The terms, conditions, and rental rate increases for the renewal periods shall be the same as the initial Lease term. The Lease renewal documents shall be executed not less than one hundred and eighty (180) days prior to the expiration of the Lease.
3. **Item #3 of the LOI** – The Lease shall be a Triple Net (NNN) Lease, with XAVIER to pay all taxes, insurance, common area maintenance, utilities, and janitorial.
4. **Item #4 of the LOI** – At Landlord's discretion, XAVIER agrees to restore the leased premises to its original condition upon vacating the building.

5. **Item #'s 5 & 6 of the LOI** – Tenant agrees to waive the contingencies outlined herein no later than December 10, 2006.

6. **Right to Sublease** - Tenant shall have the right to sublease all or any portion of the Premises or assign the lease at any time to Affiliated Person of Tenant, Tenant's partner, a successor entity created by merger, reorganization, capitalization, or acquisition without Landlord's approval or consent. If Tenant assigns or sublets, Tenant shall remain responsible for the faithful performance and observance of all of its covenants and obligations set forth in the Lease. Tenant shall have the right to sublease all or any portion of the Premises or assign the lease at any time to a third party, with Landlord's consent, which consent shall not be unreasonably withheld or delayed.

7. **Expansion** – The size of the existing parcel is approximately two (2) acres, or 87,120 square feet. The existing building is approximately 12,325 square feet, which represents approximately only 14% of the property. The Landlord believes there is room for future expansion of the existing building, or the ability to construct an additional building for classrooms, and still maintain ample parking and outdoor areas. The Landlord is willing to assist XAVIER in exploring these expansion options when and if they become necessary.

This LOI Response has been reduced to writing for the sole purpose of presenting some of the basic lease provisions thereby enabling the parties to commence the drafting of a definitive and binding lease agreement. This response does not constitute a binding agreement in any manner. This response is contingent upon both parties mutually executing a binding lease agreement which will define the final terms and conditions of the lease between Landlord and Tenant.

Sincerely,



James E. Hosac,  
Idaho Commercial Brokerage

cc: Steve Diluca, Westerra Real Estate Group  
cc: Steve Hosac, The Hosac Company, Inc.

Letter from D.L. Evans Bank concerning startup loan.



10/25/08

Xavier Charter School  
 c/o Debbie Jackson  
 P.O. Box 51  
 Twin Falls, ID 83301

To Whom It May Concern:

The purpose of this letter is to express the interest of D.L. Evans Bank to review an operating line of credit request for Xavier Charter School. This letter, however, is not a commitment to lend, but simply a letter stating certain terms and conditions upon which such financing could be based. Final loan approval is subject to the receipt and review of all necessary loan documentation and contracts.

Amount:	\$180,000
Terms:	Interest due monthly, principal and interest due at maturity
Purpose:	Operating line of credit
Rate:	To be determined
Maturity:	6 months from note date.
Loan Fees:	To be determined
Collateral:	Assignment of proceeds from Federal start-up grant.
Pre-payment penalty:	None
Environmental:	TBD
Flood:	TBD
Escrow:	N/A
Insurance:	Property insurance on real estate with DL Evans as loss payee
Out-of-pocket expenses:	To be covered by borrower

Falls Avenue Branch P.O. Box 87 Twin Falls, ID 83303  
 Tel: 208-226-2265 Fax: 208-933-2233 Express Banking 1-888-873-9777



**Other Conditions of Approval:** A verification of the approval of the charter for Xavier Charter School from the Idaho State Charter Commission.

Of course, we will require necessary documentation to continue our review of the proposed loan request. This will include, but not be limited to, authority agreements and the following financial information:

- Financial statements (if available)
- Tax Returns (if available)
- Budget projections

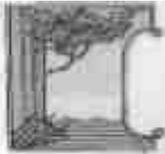
Thanks for considering D.L. Evans Bank and please let me know if you need additional information.

Sincerely,

D.L. Evans Bank  
Jim Evans  
Commercial Loan Officer

Twin Falls Financial Center      906 Blue Lakes Blvd. North      Twin Falls, ID 83301  
Retail Banking      208-933-2265      Fax 208-933-2255      Express Banking 1-888-873-8777  
Commercial Department      208-933-3532      Fax 208-933-2244

Remodel Bid from "The Master's Touch"



**the Master's Touch**

3533N 3000E  
Twin Falls, ID 83301  
(208)734-7832

Bid only

**INVOICE**

<b>Customer</b>		<b>Date</b> 11/5/2008	
Name	Xavier Charter School	Order No.	
Address		Rep	
City	Twin Falls State ID ZIP 83301	FOB	
Phone			

Qty	Description	Unit Price	TOTAL
	Classroom walls with 2X4 studs, sound board and 5/8 fire rock both sides, taped and textured. Fire-code solid core doors and casings.		
	materials and labor	\$38,000	

SubTotal	\$0.00
Shipping & Handling	
Taxes State	
<b>TOTAL</b>	<b>\$0.00</b>

Office Use Only