



---

---

A proposed public charter school that serves students in Kindergarten - 6th Grade in the Marsh Valley School District and surrounding area.

Proposed Opening: August 2025

Location: Lava Hot Springs, Idaho

### Non-Discriminatory Statement

Lava Hot Springs Academy (LHSA) does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

Kolleen DeGraff  
PO Box 722  
Lava Hot Springs, ID 83246  
801-376-6835  
bkdegraff@msn.com

# Table of Contents

<b>I. Executive Summary</b>	<b>3</b>
<b>II. Proposed Operations</b>	<b>7</b>
<b>III. Educational Program and Academy Goals</b>	<b>10</b>
<b>IV. Business Plan, Transportation &amp; School Lunch</b>	<b>21</b>
<b>V. Parental Involvement, and Audits</b>	<b>34</b>
<b>VI. Measurable Standards, Accreditation, and Accountability</b>	<b>36</b>
<b>VII. Employee Requirements</b>	<b>40</b>
<b>VIII. Health and Safety</b>	<b>45</b>
<b>IX. Admissions, Discipline, Student Policies</b>	<b>49</b>
<b>X. Business Arrangements, Community Involvement, and School</b>	<b>54</b>
<b>APPENDIX A - AREA MAP</b>	<b>56</b>
<b>APPENDIX B - BOARD ETHICS</b>	<b>57</b>
<b>APPENDIX C - BOARD MEMBER CONFLICT OF INTEREST</b>	<b>0</b>
<b>APPENDIX D - BUDGET PROJECTIONS</b>	<b>0</b>
<b>CITATIONS</b>	<b>0</b>

# I. Executive Summary

## **Mission**

Lava Hot Springs Academy empowers students through a discovery-based educational learning model that assures academic excellence, builds strong character and develops innovative leaders.

## **Vision**

Lava Hot Springs Academy will use evidence-based methods in a discovery-based learning model, classical academics and up-to-date technology to prepare students to explore, shape and contribute to an increasingly dynamic, complex world.

Lava Hot Springs Academy (LHSA, the Charter) is a newly proposed charter school which intends to serve students in grades Kindergarten through 6th in and around the Marsh Valley area near Arimo, Idaho. The Charter is dedicated to providing a discovery-based learning model where students construct knowledge actively through interaction and experimentation. This method of learning provides a unique educational experience, differing from existing public school options, for all families regardless of social, ethnic, or economic circumstances.

## **Instructional Model**

Dr. Vivienne Ming, founder and chair of The Human Trust, a theoretical neuroscientist and artificial intelligence expert said, “Artificial intelligence has learned all of the knowledge now known to man. They know everything but understand nothing. We no longer live in a world where humans possess the ultimate knowledge. Where does that leave students? We need to teach kids to explore the unknown. What we need is an entire generation of explorers!” (1)

The Charter is dedicated to providing a discovery-based instructional model which emphasizes diverse and dynamic learning experiences, experimentation and application, nurtures critical thinking skills and encourages exploration and life-long learning.

Discovery-based learning increases student engagement, boosts learning outcomes, impacts communities and promotes understanding of the world around us. Through collaboration with teachers, families, other students, and experts in their field, students

construct their knowledge and skills through hands-on experimentation, thereby feeling comfortable to explore, to think critically and to apply innovative solutions. This constructivism approach provides the instructional focus of the school - discovery-based learning through small project, inquiry-designed units. This active, versus passive, method of learning teaches students to construct their understanding through exploration, experiences and social interaction, and integrating new information with their existing knowledge.

Discovery-based learning encourages a student's natural curiosity and willingness to explore as this method encourages discovery, invention and application. Effective discovery-based learning experiences promote content, team problem-solving, hands-on learning, reflection and correction, and learner accountability. These skills tap into building students who are willing to explore new content and are unafraid to make mistakes. Many school systems teach subjects in isolation, but this hands-on, integrated approach allows students to transfer their learning and knowledge across content areas. We believe students who are involved in the content they are learning will acquire and apply it more effectively than those who memorize rote facts without understanding their application.

John Dewey said, "If we teach today's students as we taught yesterday's, we rob them of tomorrow." (2) As advocated by John Dewey and Jerome Bruner's philosophies of constructivism, learners are co-creators of their learning experiences. The power of hands-on, discovery-based learning will require the teacher's methods to shift from lecture and rote memorized drills to looking for opportunities to purposefully create integrated units of inquiry to incorporate math, language arts, science, social studies and the humanities. Learning about our natural world, agriculture, other cultures, languages, outdoor recreation, technology, medicine, service, physical education and old-world skills further increases a student's confidence and creativity.

Students are taught in small groups based on their instructional levels, irrespective of age or grade. Small-group instruction allows for personalized and targeted support for students on all levels of content understanding. Teachers employ diverse methods and tools in the classroom to guarantee measurable academic growth for each student every year.

## **Curriculum Model**

Thomas Jefferson said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." (3) Thus LHSA promotes the effort to create a more educated and civic-minded culture by using a classical curriculum for the core academics of Social Studies, Mathematics, Science and

Language Arts. The Charter plans to incorporate key characteristics which include these specific components:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts, reminding us that democracy, liberty, equality and human rights are aspirational goals world-wide.
2. Exposure and examination of the American literary, moral, philosophical, political, and historical traditions.
3. The use of phonics instruction leading to reading fluency and the use of grammar instruction leading to English language mastery.
4. The teaching of a foreign language.
5. A school culture demanding virtue, respect, discipline, and studiousness among the students and faculty.
6. A classical curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, language arts, and social studies.
7. A focus of dynamic, discovery-based activities.
8. A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement.
9. Collaboration and communication between administrators, parents, students and staff.

Lava Hot Springs Academy may utilize the Core Knowledge Sequence as its primary curriculum program in the elementary grades to reach its academic goals. The mission of the Core Knowledge Foundation of “Excellence and Equity for all children” aligns with the goals and vision of the Charter to serve all children in their community and the surrounding area. The Core Knowledge Sequence has been extensively implemented, studied, and proven to produce excellent results. Based on the proven track record of the Core Knowledge Sequence and the success of other schools following a similar model, LHSA is confident its educational goals are achievable.

Lava Hot Springs Academy provides a unique form of K - 6 education for all families in Marsh Valley and the surrounding communities who desire an educational experience for their children unique from the existing public school options, regardless of their social, ethnic, or economic situation.

### **Community Need/Student Demographics**

Across the state of Idaho there is an urgent need for more high-quality educational opportunities in rural areas. Yet, many small rural schools are under threat of closure. Lava Hot Springs Elementary is one such example. The Lava Hot Springs Elementary School's potential closure has raised concerns within the community. Beyond being a vital educational institution for local students, it serves as a cornerstone for the community. Acting as a central hub, it fosters connections among residents. To

safeguard its operation and ensure community involvement in decision-making, there is a growing consensus to transition Lava Elementary into Lava Hot Springs Academy Charter School.

Due to the uncertainty of the school's existence, along with changes in staffing and programs, enrollment has fallen from 77 students in the 2021/22 school year to 57 in the 2023/24 school year. The school serves grades K-6. In 2023/24 the school's minority student enrollment was 4%. The student population is made up of 42% female students and 58% male students. The school enrolls 36% economically disadvantaged students. There are 4 equivalent full-time teachers. The primary attendance area will mirror the Marsh Valley District boundaries.

### **Organizational Structure**

Lava Hot Springs Academy is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The governing board is the ultimate policy-making body with the responsibility for governance and oversight of the academy including academic direction, curriculum and budgetary functions. The policies and procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the by-laws.

## II. Proposed Operations

### **Legal Status of the Academy**

Lava Hot Springs Academy is a non-profit corporation that is registered in the State of Idaho and is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future federal income tax code. In this document, Lava Hot Springs Academy is the petitioning entity and is referred to as LHSA or the Charter.

The governing board is the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum and budgetary functions. The policies, procedures, powers, and duties by which the board will operate, including specific member powers, will be detailed in the bylaws.

Lava Hot Springs Academy is its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting and monitoring.

### **The Charter's Potential Effects**

Families in the Marsh Valley area have a new option for a rigorous, discovery-based education model. This new model provides opportunities for innovative ways of teaching, learning and administering educational programs. The Charter can contribute to a more dynamic and responsive educational landscape. It provides parents with opportunities for greater involvement and decision-making in their child's education. The community has confidence that the Charter will reflect the local morals and values. It's easier for the community to see where and how property tax dollars are being spent and how it benefits children. Under local control, the Charter is able to better utilize the many talented and gifted people in the community. Having a local charter option ensures stability in the community and makes the community more attractive to families.

LHSA will work in cooperation with Marsh Valley School District and convey enrollment information regularly in an effort to assist in their enrollment planning. Local schools will be tasked with providing records and information to the Charter for transferring students.

By providing quality opportunities for learning and growth, LHSA will continually strive to make a positive impact on education for families and students in Southeastern Idaho.

### **Charter School Facilities**



Lava Hot Springs Academy will lease the Lava Hot Springs Elementary School building from the Marsh Valley School District. (lease to be finalized upon lawyer review and building/safety inspection)

While the building is historic, it is partially ADA compliant due to a renovation in 1997. It has adequate bathroom facilities and ADA space requirements. There is a gymnasium and a full-service kitchen facility.

### **Proposed Location**

The proposed location of the Charter will be within the boundaries of Marsh Valley School District #21, which will be the primary attendance area. The existing outer boundaries of the district will be used as the boundaries of the primary attendance area of the Charter. (Appendix A)

### **Administration Services**

The Board of Directors will hire and evaluate the Charter's Administrator or Director. The Board will approve both a job description and an evaluation plan for this position. The Administrator/Director will be responsible for implementing the mission and vision of the Charter. The Administrator/Director will recommend to the board the hiring of personnel and will conduct evaluations as well as provide professional development opportunities for the staff. They will manage the overall climate of the Charter by being present in the classroom, knowing and understanding the needs of faculty and students, and by encouraging community relationship building. In addition, the Administration/Director oversees the procurement of curriculum, equipment, supplies and technology.

The Administrator/Director supervises other staff, including a possible business manager, office manager, clerk and bookkeeper. These positions may be hired as part-time employees or contracted from other entities, with the exception of the office manager who will be required to meet time and place requirements, consistent with contracting guidance provided by the Internal Revenue Service. One individual may hold multiple positions as enrollment builds.

The Administrator/Director may also contract for services related to accounting, legal services and other contract services that may include transportation, special education, faculty training and/or other budgeted expenses approved by the Board of Directors.

The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of the Charter. The auditor will provide a report to the authorizer

and the State of Idaho as required by law. The report will also be kept as an open public record at the Charter.

### **Liability and Insurance**

The Idaho State Department of Education, Public Charter School Commission and Marsh Valley School District shall have no liability for the acts, omissions, debts or other obligations of the Charter.

The Charter will procure and maintain a policy of general liability insurance, as well as errors and omissions insurance adequate to meet the requirements of Idaho state law. A copy of proof of insurance will be provided to the authorizer before the Charter begins operation; updated copies will be provided to the authorizer each time it is renewed. The Charter shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho state law. Idaho state law provides that the authorizer has no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the authorizer and a charter school. The Charter shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature, including but not limited to, attorney fees and court costs arising out of the operation of the Charter and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the Charter.

### III. Educational Program and Academy Goals

Lava Hot Springs Academy will offer a dynamic program that blends real-world discovery-based learning with a rigorous classical education. Utilizing mixed grade groupings and small class sizes, Lava Hot Springs Academy will integrate the input of working professionals in the community, parents, subject matter experts, and a staff of highly qualified instructors to provide students with a best-of-all-worlds learning experience to prepare them for the diverse and ever-changing demands of the 21st Century.

Our discovery-based educational philosophy is inspired by constructivist learning theories that support the value of meaning-making in relevant, real-world environments. This discovery-based model is complemented by a challenging and structured classical approach where students achieve mastery of the core subjects of reading, writing, mathematics, science, and social studies. All subjects will be aligned with Idaho State Standards with the aim of both challenging learners and supporting their diverse needs and abilities.

Lava Hot Springs Academy will recruit and retain highly qualified instructors who bring the best from both academia and the professional world. In addition, through our discovery-based model, learners will be introduced to a supportive network of community members who are professionals in the fields of science and technology, agriculture, business, education, medicine, sports, and the arts to provide mentoring and inspiration for future career paths.

#### **Mixed-grade classrooms that reflect the real world**

Lava Hot Springs Academy will use the power of mixed-age groupings to create a learning environment where students empower and nurture each other through role modeling, mentoring, and sharing their unique talents, skills, and abilities with one another.

Lava Hot Springs Academy has a goal to offer full-time kindergarten pending enrollment. Initially LHSA may only be able to offer half-time kindergarten until enrollment supports a full-time teacher. Multi-grade level classrooms will be offered in grades 1 through 6. This classroom model will display the following characteristics and attributes:

- Maximum classroom size will be set at 25 to optimize social interaction and personalized learning.
- Stand-alone kindergarten program, ensuring a high degree of individualized attention focusing on developmentally appropriate curriculum in order to prepare young students for school success.
- Multi-grade level classrooms, organized into grades 1-2, 3-4, and 5-6, to encourage mentoring and collaboration between grade levels.
- Classical curriculum that emphasizes a rigorous approach to the core subjects.
- Discovery-based learning that enriches and complements the rigorous academic program.

- Classroom instruction will address the various learning modalities with lessons designed for auditory, kinesthetic, and visual learning styles.

This melding of discovery-based learning and rigorous academic standards rooted in classical methods offers significant and tangible educational benefits:

- **Students emerge as mentors, practitioners, and researchers.** Younger students are mentored by older students, older students may be mentored by community members and the circle of learning is reinforced by the mentor-learner-mentor relationship.
- **Mixed-grade level classrooms provide an opportunity for teachers to see students learn and grow over a two-year period.** Teachers are able to gain trust and develop a nurturing relationship with their students over an extended period. They are able to identify learning deficits early, provide interventions, and see the positive outcomes in an expanded timeline. Through this longitudinal classroom experience, students receive the consistency that they may not experience in a traditional classroom where their teacher changes every academic year.
- **Community and collaboration are encouraged.** The multi-grade level setting invites ongoing collaboration and community between students, teachers, and parents. In a multi-grade level classroom, family style learning and a collaborative culture are encouraged and supported. Mixed-age groupings are reflective of the society we live in and prepare students for life, *not only after school but after graduation*. A multi-grade level environment provides students with valuable real-world experiences that pave the way for success in middle school, high school, college, and beyond.
- **Academics are driven by a rigorous classical approach.** From a discovery-based learning model, students will also discover the tenets of academic excellence, rooted in a curriculum that emphasizes high standards, critical thinking and inquiry, and learning how to learn. Students will be equipped with the necessary tools that enable them to pivot when encountering new challenges and achieve success in our dynamic and complex world.
- **The unique learning styles of our students are honored.** Lessons complement diverse learning modalities and incorporate the Universal Design for Learning (UDL) principles of multiple means of engagement, multiple means of representation, and multiple means of action and expression.

## **Lava Hot Spring Academy - Our philosophy and curriculum**

Lava Hot Springs Academy will draw from the classical education tradition to bring content that inspires the spirit of inquiry while reinforcing critical thinking, reasoning, and logic. The learning journey at Lava Hot Springs Academy is one inspired by real-world voyages of discovery and cultivated through academic excellence, collaboration, and community.

*Lesson planning that integrates the standards with intention and inspiration:*

1. **English Language Arts/Literacy.** Lava Hot Springs Academy will emphasize the importance of developing excellent writing, reading, speaking, and listening skills across all subject areas. The classical approach is grounded in phonics, spelling, punctuation, and grammar. Greek and Latin root words, prefixes, and suffixes are emphasized as the basis for vocabulary development. From this solid foundation, students will read and write about classic works of literature, refine public speaking skills, and make connections between the English language and languages spoken around the world.
2. **Mathematics.** The study of mathematics will be infused with meaning as students are introduced to a Socratic method that values the importance of exploration, questioning, analyzing, problem-solving, and justification through reasoning. A classical approach brings relevance to mathematics as students trace the historical trajectory of mathematical thought and follow the stories of mathematicians through history. Contributions made by Euclid, Pythagorus, Descartes, and Sir Isaac Newton are examples of works that may be researched and discussed. Through discovery-based learning, students will also see the practical use of mathematics in workplace environments.
3. **Social Studies.** Through a classical approach, students will honor the responsibilities and privileges inherent in being a global citizen, a United States citizen, and a contributing member of their community. Emphasis will be placed on primary sources and, when appropriate and whenever possible, the original full texts will be introduced rather than excerpts or abridged versions.
4. **Science.** Students will examine the origins of the scientific method and the evolution of scientific thought while embarking on their own science journey which may include hands-on projects, inventions, and experiments, including activities involving robotics, reverse engineering, and artificial intelligence; participation in science fairs, contests, and competitions; and through mentoring opportunities with community leaders in science and technology.
5. **Arts & Humanities.** The discovery-based learning model is the ideal conduit for the exploration of fine art, music, dance, photography, technology, agriculture, world languages, or any topic that students may wish to pursue as a personal interest. The unique talents, abilities and curiosity of every student are developed and nurtured in a discovery-based environment where professionals and practitioners in the community share their skills and expertise and may become role models and mentors.
6. **Technology.** LHSA students will develop into digitally literate citizens of the 21st Century. Students will be encouraged to use technology to promote knowledge acquisition through the use of online educational materials, opportunities for students to create digital artifacts such as videos, podcasts, and web pages; and through a cross-disciplinary approach where technology is used as a tool to advance learning in every subject area. Lava Hot Springs Academy

will focus on integrating technology into many aspects of the discovery-learning experience and technology will be an ever-present component of science, mathematics, and visual and performing arts education.

- 7. Physical Education/Health Education.** Lava Hot Springs Academy will follow Idaho State Standards to provide enriching activities that support physical fitness, health and nutrition. Through discovery-based learning, students may participate in mentoring opportunities with sports figures or health and fitness practitioners in our community. Nutrition education will be integrated with cultural studies and students may prepare and consume meals enjoyed by other cultures from around the world. Our school lunch program may offer a starting point where healthy eating habits and the value of sustainable agricultural practices are supported. Students may experience opportunities to attend or participate in community events that showcase sports, dance, and other health and fitness activities.

To increase local educational options, Lava Hot Springs Academy may develop and offer a program of flex/hybrid classes intended to serve K-6, homeschool children. These classes may be core academic subjects or specific discovery-based learning courses to supplement a family's homeschool curriculum.

LHSA may also partner and sub-contract with an online microschool. The microschool program would offer 7-12th grade students a high-quality online option.

### **Evidence-based Campus-wide Goals**

1. Lava Hot Springs Academy provides a safe and nurturing environment conducive to learning.

Goal: Lava Hot Springs Academy will maintain a safe teaching and learning environment that supports diverse learning styles, mutual respect and celebrates differences.

To achieve this goal, the school will do the following:

- Develop a campus safety policy and protocols for ensuring the safety of teachers, students, and volunteers. Fire, evacuation, and lockdown drills; active shooter training; protocols for student drop-off/pick-up; health and illness policy; protocols for notifying parents regarding emergencies and school closures; and protocols for vetting and training teachers, staff, and volunteers.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire and building codes for public schools.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including zero tolerance for weapons, violence, harassment, bullying, gangs, use or sale of alcohol and drugs, or any illegal activities. Implement respect for cultural differences and anti-bias policies.

- Establish a Positive Behavior Interventions and Support (PBIS) system that consists of behavioral intervention practices and organizational systems for establishing the social culture, learning and teaching environments, and the individual behavior supports needed to achieve academic and social success for all students.
  - Develop behavior guidelines and expectations for all students. Implement a behavior contract system for students that violate behavior guidelines. Provide direct and explicit instruction focused on defining teaching practices and encouraging expectations for behavior that include respect, responsibility, and safety for all settings within the school. Create a classroom environment that supports positive behavior.
  - Provide annual and ongoing training for students in anti-bully and bully resistance; provide students the tools to recognize and reduce bullying behavior by integrating school-wide positive behavior support and explicit instruction. This anti-bullying training will also address online bullying, internet safety, and responsible use of social media.
  - Implement a Technology Use Agreement, signed by students and staff, that prohibits the use of technology for harassment, bullying, or other unsafe behaviors and establishes guidelines for appropriate use of technology.
  - Provide annual and ongoing professional development for all teaching staff using evidence-based best practices. Provide teachers and staff with the skills and tools needed to celebrate diverse learning modalities, honor and respect cultural differences, and promote strong relationships within the classroom and in the wider academy community.
2. Assisted by the administration and in-line with school policy, teaching staff are empowered with the responsibility for developing classroom management policies and maintaining an environment conducive to learning through positive reinforcement and clear and measurable consequences for disruptive behavior.

Goal: Create a positive teaching and learning environment where students are responsible, respectful, and engaged.

To achieve this goal, Lava Hot Springs Academy will do the following:

Train teachers in the use of “PBIS”: Positive Behavioral Interventions and Supports, an evidence-based framework that empowers teachers with the tools needed to make effective decisions about students’ academic, behavioral, academic, and social/emotional health. PBIS emphasizes five interrelated elements: Equity, Systems, Data, Practices, and Outcomes.

Lava Hot Springs Academy will also apply the following classroom management principles:

- Encourage instructors to structure their classrooms for success through attentive focus on the details of classroom design, routines, procedures, seating arrangements, and cooperative learning groups.
  - Instruct students in school-wide policies and behavioral expectations; create a classroom environment that encourages mutual respect and self-responsibility.
  - Teachers will be actively engaged participants in all classroom practices rather than passively observing from a desk.
  - Teachers will manage their classrooms through positive reinforcement. Teachers will address and interact with students in a professional manner; personal insults, use of force, or inappropriate language will not be tolerated. Teachers will model appropriate classroom behavior for their students.
3. Lava Hot Springs will emphasize character education with a focus on the values of honesty, self-discipline, selflessness, respect for authority, and a strong work ethic.

Goal: Offer opportunities for students to develop and express positive character traits as part of the overall educational program.

To achieve this goal, Lava Hot Springs Academy will:

- Encourage mentoring opportunities between community members and students and between students in higher grade levels and younger students. Emphasize the value of modeling positive character traits during mentoring.
  - Create a climate where personal responsibility and academic excellence are supported and valued.
  - Develop a culture of community service that includes the school community and extends to the wider community.
4. Students at Lava Hot Springs Academy will excel at both oral and written communication.

Goal: Teach students how to be effective communicators and confident public speakers.

To achieve this goal, Lava Hot Springs Academy will do the following:

- Ensure that students receive a rigorous classical education in English Language Arts and are able to demonstrate learning through both oral and written communication, including speech and debate.
  - Utilize technology to enhance communication skills by offering students opportunities to create their own blogs, websites, podcasts, and videos.
  - Provide opportunities for students to master a second language; students may attend a language class taught in the classroom or students may participate in an online language course.
5. Students will receive the skills needed to become lifelong learners and succeed in college and career.



Goal: Develop a community of technologically literate lifelong learners empowered by a solid academic foundation.

To achieve this goal, Lava Hot Springs Academy will do the following:

- Provide a challenging academic program integrating Idaho State Standards, discovery-based learning, and a classical education framework.
  - Develop and implement a complete Response to Intervention (RTI) system consisting of three tiers of instructional processes that include regular universal benchmark screening of basic language arts and mathematics skills (three times a year), increasing levels of instructional support and intervention, and careful monitoring of progress for students identified for additional support.
    - Tier 1: All students receive instruction within an evidence-based, scientifically researched program aligned with the Idaho State Standards and a custom framework with the intent to deliver high-quality instruction in language arts and mathematics.
    - Tier 2: Students who fall below the expected levels of accomplishment (10th–24th percentile), according to the school-wide benchmark screenings, receive interventions and instructional programs focused on their specific needs.
    - Tier 3: Students who fall well-below the 10th percentile on the benchmark universal screeners are at high risk for academic failure and will receive intensive interventions and instruction to meet their individual needs.
  - Instruction in world languages and culture will be offered.
  - A comprehensive health curriculum will be taught in accordance with State of Idaho requirements.
  - Physical fitness instruction will emphasize health, aerobic fitness, strength training, dance, and sports.
  - Music and art instruction will be offered through a classical approach and through discovery-based participatory experiences.
  - Provide ongoing professional development in evidence-based best teaching practices, including UDL, Universal Design for Learning strategies.
  - Monitor teacher performance and implementation of curriculum and best practices through frequent classroom walkthroughs by teaching peers and administration and through the implementation of a research-based evaluation system, Charlotte Danielson’s “Framework for Teaching.”
    - a. Planning and preparation
    - b. Classroom environment
    - c. Instruction
    - d. Professional responsibilities
6. Students will be taught skills needed to succeed in school and life.

Goal: Provide students with academic and social skills that prepare them for future employment. Students will learn how to work cooperatively and collaboratively, think critically, and problem-solve.

To achieve this goal, Lava Hot Springs Academy will do the following:

- Provide a strong foundation in core subjects with an emphasis in critical thinking and problem-solving.
  - Provide a technology-rich environment that encourages the use of technology as a tool to enhance learning and communication.
  - Empower students with the tools needed for lifelong learning, problem-solving, and accessing technology. Equip students with excellent oral and written communication skills.
  - Encourage students to develop healthy lifestyle habits and strong social connections. Support students in their development of positive character traits such as self-responsibility, honesty, integrity, and perseverance.
7. Students are able to access current technology and understand how to apply technology for school success.

Goal: Provide students with a technology-rich environment that includes computers, personal electronic devices, scientific equipment, and networks connected to a variety of educational resources.

To achieve this goal, Lava Hot Springs Academy will do the following:

- Incorporate technology to facilitate and enhance learning. Students will be able to access technology to communicate, research information, complete assignments, compute, keep records, analyze and store data, and for assessment.
  - Use interactive technology as a tool in an integrated educational program rather than as a primary instructional delivery system.
  - Students will be proficient in keyboarding skills and be able to demonstrate knowledge through the use of word processing, spreadsheets, and presentation software.
  - Students will demonstrate learning by creating their own digital artifacts such as podcasts, videos, blogs, and websites.
8. Students will acquire the skills needed to be responsible citizens at school and in their community.

Goal: Provide students with the skills and attributes necessary to become good citizens and positively contribute to their community.

To achieve this goal, the Lava Hot Springs Academy will do the following:

- Provide service-learning experiences that emphasize the importance of responsible citizenship in a democratic society and an interdependent world.

- Educate students through a rigorous classical curriculum that emphasizes the rich and varied history of the United States of America.
- Provide students with a knowledge base of world history and world conflicts that emphasizes the contributions and sacrifices others have made to create a better world.
- Expand students' understanding of different cultures and traditions through discovery-based learning opportunities and through a robust classical curriculum.

## **Special Education**

LHSA believes that all students deserve and can succeed in an atmosphere of high expectations. However, many students need additional support to succeed in such an environment. LHSA will support the rights of all students and will serve all students with different cognitive abilities. This will include students with intellectual disabilities and Autism, English Language Learners (ELL), and the Gifted and Talented Learners. Every student will receive equal access to educational opportunities. No student will be excluded from the Charter or referred to other schools because of their unique needs.

The Academy's Board of Directors will adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho code. The Idaho Special Education Manual will also be used as a reference and guideline for developing individual education plans.

The Charter will plan and budget to hire or contract with a highly qualified special education teacher(s) who meets Idaho state requirements.

The Charter will establish and implement an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. Once identified, the student's Individualized Educational Program (IEP) team establishes the necessary intervention strategy. The IEP team consists of the classroom teacher, a special education teacher, a parent/guardian and an administrator.

The Charter embraces inclusion and cooperative teaching to allow all students to achieve their full potential. The Academy will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

1. Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs. After determining what appropriate services and supports can be provided within the regular

classroom, supplemental aids and intervention may be provided within the special education classroom, based on the student's unique needs.

2. If necessary, the Academy will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.

## **Gifted and Talented**

The Charter will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. Identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. This testing will take place by at least third grade. Once identified, the Academy will implement a modification of curriculum to provide a challenging educational experience.

## **Professional Development**

LHSA believes in the importance of high-quality professional development for all team members. Professional development is essential in the growth and development of excellent teachers. LHSA has developed a list of research-based, evidence-based teaching practices and methods that teachers will be expected to incorporate into their teaching.

It is our intent to provide teachers with initial and ongoing professional development in the following areas:

- Discovery-based learning: How to incorporate it using successful methodologies.
- Classical curriculum: How to teach for maximum benefit to students.
- New staff onboarding.
- Intentional culture building.
- Differentiated, relevant, job-imbedded instruction: Teaching method and structure for providing small group instruction for students at their individual instructional level(s).
- Aligned observation and coaching practices.
- Multi-aged Classroom: philosophy, teaching strategies, and planning.
- Professional Learning Communities: Teachers working in collaborative groups to answer these four questions:
  - What do we want the students to learn (curriculum and standards)?
  - How will we know if they have learned it (formative and summative assessments)?
  - What will we do if they don't learn the standards (intervention methods and materials)?
  - What will we do if they have already mastered the standard (move to the next standard or provide enrichment opportunities)?
- PBIS: Classroom management and discipline strategies and framework.
- Anti-bully and Bully Prevention: Annual training for all staff using research-based anti bully/bully prevention techniques and providing teachers and staff with skills and practical

steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity.

- Student Behavior Therapy strategies: How to guide one-on-one skill and behavior development for neurodiverse children.
- Building a cooperative relationship with parents.

To meet these goals, LHSA will schedule professional development for all new and returning staff prior to the beginning of each school year. An additional four hours per month will also be provided. This time will be dedicated to onboarding and unifying all staff by (a) introducing and updating staff on curriculum, (b) aligning individual and academy goals, (c) clarifying staff and student expectations, (d) providing work time for grade, school and vertical alignment, (e) developing collective lesson plans and practicing instruction, (f) developing discovery-based learning activities, (g) inquiry-based instructional practices, (h) developing mathematical thinking principles and strategies, (i) building positive school cultures of trust and support, (j) building outreach to families and the community, (k) self-evaluation and administration evaluation of teaching practices and classroom management.

The professional development framework is built on the foundation that everyone involved in the school- teachers, staff, students, parents and the board - are a community of learners and leaders. It is everyone's job at the Charter to empower one another and themselves to think critically, self-reflect, and continuously improve.

The professional development leadership team may consist of the Administrator and Lead Teacher. Teachers will be supported, not only through professional development, but on a daily basis, as members of the leadership team are in classrooms supporting small group instruction and teachers' unique concerns about their instruction and classroom management. The leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

The IRI, ISAT and UWEA MAP assessments will provide important evaluation metrics of student growth at the classroom and school levels. The lead teacher's classroom will be a model classroom for teachers to explore and reflect as they observe instruction that is essential to a student's achievement and success. Collaboration on a daily basis will help teachers make sense of realities that they face and provide the support they need to be successful. Teachers must feel confident they can express concerns and doubts and that support and resources will be given to them to help them succeed. Collaboration in writing and implementing curriculum is essential. Teachers will share their unique talents and gifts, so the community mutually benefits and has a deep well of knowledge and support.

LHSA provides fidelity to aligned management and instructional strategies to create safe, academically-focused learning spaces.

## IV. Business Plan, Transportation & School Lunch

### **Business Description**

The Charter is organized exclusively for charitable, educational, and scientific purposes as contemplated in Section 501(c)(3) of the Internal Revenue Code. More specifically, the Charter is organized to operate a public charter school utilizing educational evidence-based practices, providing the students of Southeast Idaho with an option and opportunity for discovery-based learning in small group instruction and at-level teaching.

Upon opening, the Charter will serve grades K–6. The school will be physically located within the boundaries of Marsh Valley School District #21 and will primarily serve students residing within Marsh Valley School District #21. LHSA may offer a flex hybrid option for families desiring the best of traditional homeschool and classroom education. The Charter may contract with an online microschool to offer on-campus/online core and elective classes for grades 7-12, starting in 2027.

The objective of the Charter is to prepare students who live in rural communities to be academically prepared to live, work, and positively contribute in a global, modern, and rapidly evolving world. The distinguishing characteristic of the Charter, however, is discovery-based education, a concept that encourages three learning cycles: Exploration, Invention and Application. Discovery-based education promotes active engagement from students, encourages individual motivation, promotes autonomy, responsibility, independence, and develops creativity and problem-solving skills for students. Extracurricular programs will be developed to meet the needs of the students. Discovery-based education is an opportunity that is otherwise unavailable in the communities to be served by the Charter.

The Charter will remain viable year to year based on sound management practices, strong leadership, and representation of all levels of the Charter community. LHSA believes a board and staff trained in financial expertise and accountability are essential elements of a successful academy. Financial reports will comply with Idaho Code Section 33-701(5-10), and be reviewed each month as part of the board duties. At least one board member will have financial expertise. The board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the academy as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701.

Such annual statements will include, but not be limited to, the amounts of money budgeted and received, from what sources, the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education and the charter authorizer as required by law.

The Board will present and discuss all financial matters at public sessions and will post all financial results, budgets, audits, teacher contracts, vendor contracts and disbursements electronically on the academy's website. The Board will hold an annual public hearing where the budget is discussed in detail. The Board will post notices of all meetings in accordance with all applicable laws.

LHSA will file with the State Department of Education such financial and statistical reports as may be required pursuant to Idaho Code Section 33-701. LHSA will periodically review the academy budget and make appropriate budget adjustments. Amended budgets will be submitted to the State Department of Education pursuant to Idaho Code Section 33-701.

LHSA will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

The board of directors will be responsible for the financial management of LHSA. The board of director's role in financial management will include, but is not limited to, the following:

- Establishment of operating and capital budgets.
- Long-term financial planning and preparations.
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget.
- Monthly review of cash flow projections.
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls.

The financial approach is to budget conservatively and meet the short and long-term goals of the academy. Spending priorities are focused on student investments, particularly on staff and instructional programming. Every expenditure is evaluated on how it impacts student outcomes. The Charter intends to emphasize the recruitment, training, and retention of highly qualified and committed faculty and staff to ensure long-term sustainability. By the fourth year of operation, the Charter will maintain a reserve fund balance of the equivalent of 3 months operating costs as a cushion against unexpected expenditures. The Charter will report directly to the Authorized Chartering Entity.

## **Marketing Plan**

The Charter will provide an opportunity to families within the region to pursue a unique educational experience, previously unavailable in the Marsh Valley area. The Charter will serve a student population interested in a school choice of discovery-based learning and classical academics. To reach that population, The Charter may employ the following marketing strategies.

## **Marketing Strategies**

In order to gauge interest, social media and grassroots marketing efforts are already underway including a presence on Facebook, a website and several informational open houses have been conducted both to inform and to obtain information. The practices employed in these efforts will continue to be implemented in the ongoing marketing efforts. Specifically, Facebook and other social media will be utilized to disseminate information in an open forum and to identify individuals with a potential interest in the Charter. Also, organizers will continue to collect email and other contact information for attendees at open houses in order to be able to disseminate information directly to those who have expressed an interest. Those individuals who have provided email addresses on our website are provided with periodic updates regarding the status of the Charter's application and are encouraged to share information with friends to further increase interest through word-of-mouth peer recommendations. It is anticipated that a more aggressive effort to employ this social media and grassroots effort upon approval of the Charter's application will rapidly generate more interest within the community.

Marketing strategies will be employed to develop partnerships with local businesses, community leaders, philanthropic supporters and businesses aligned with LHSA's mission. LHSA will leverage attendance at local events such as fairs, parades and community celebrations to promote the Charter. Advertising will be posted at local post offices, business locations, and community information boards. Public meetings will be hosted in target markets including Arimo, Lava, Downey, McCammon, Inkom, Soda Springs, Grace and Bancroft. Marketing strategies will be adjusted based on feedback and metric evaluation of media effectiveness.

To make the public aware of announcements regarding registration and lottery, the Board and Administration will distribute information about the Charter, using varied media resources including traditional public media and grass-roots social media campaigns. The marketing campaign will emphasize an aggressive social media and public open house presence providing maximum exposure to specifically identifiable individuals allowing for subsequent follow-up with those individuals. This emphasis on social media and personal contact will enable the Charter to take advantage of peer recommendation over advertising, a marketing strategy that has been demonstrated to be five (5) times more effective than traditional advertising media.

In addition, the marketing campaign may utilize more traditional marketing media including television, radio and print media and may specifically include advertising in any foreign language media, print and radio, available in the community to ensure information reaches the broadest and most demographically diverse population possible. Emphasizing learning within a diverse community, it is important for the Charter to maximize the diversity of its enrollment and it will comply with all State and Federal laws addressing diversity in the academic setting. It is the aim of the Charter to reach a large cross-section of the community in an effort to have a school rich with ethnic diversity and cultural balance.



## **Management Plan**

### **Form of School Organization**

The Charter will be formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. LHSA is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

### **Governance Structure/Board of Directors**

The Charter is a legally and operationally independent entity established by the non-profit corporation's Board of Directors. The Charter commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them.

The appointed Board of Directors will be legally accountable for the operation of the school. The business and affairs of LHSA will be managed by its Board of Directors, who will be responsible for the financial health of LHSA, managing the academy's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will make every effort to establish financial practices and reporting that result in accuracy and transparency.

Governance of the Charter resides exclusively with the Board and not with the originators of the business idea. Bylaws are adopted to promote and retain long-term commitment to the mission of the Charter by staggering the transition of board members so that no more than two-fifths of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual reorganization so as to encourage fresh perspective and bring new talents to bear on the success of the Charter.

Board members will put the interests of the academy first and will refrain from using the position for personal or partisan gain. The Board members should be a group of talented, seasoned professionals and civic leaders. Every attempt will be made to include a balance of skills and vocations on the Board as new members are determined in accordance with the procedures set forth in the bylaws. Desired skills and vocations include, but are not limited to, legal expertise, financial/accounting expertise, real estate, strategy, management, business operations, community relations, education expertise including administration, instruction, and special education. To that end, it is anticipated the Board may organize from within its membership a Recruiting Committee committed to and tasked with identifying potential new board members. The Charter will also seek to identify potential successor board members by polling members of the Booster Club and through publicly available publications.

The Board shall maintain a list of potential future board members from individuals identified. In addition to identifying potential future board members, the Recruitment Committee will be tasked with assessing the skills, experience, and expertise of the existing board to identify gaps; evaluating potential future board members against identified needs; extending invitations to potential board members to run for vacancies, and establishing an orientation program to assist new directors in becoming familiar both with the Charter and the responsibilities of board members.

Board business conducted at Board meetings will be done per by-laws and applicable laws. Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. Business will be conducted at an annual meeting, during which the Board of Directors will review annual programmatic and fiscal audits, and at monthly meetings. The Board of Directors will conduct its business transparently with all meetings being conducted in accordance with the requirements of Idaho law, including those laws applicable to open meeting requirements.

The Board of Directors will consist of no fewer than five and no more than seven member volunteers, who serve for one or two year terms. Initially, the Board of Directors will consist of members of the Founding Group. Upon successful establishment of the academy and/or after one to two years of operation, transition to a long-term governing board will be accomplished through the procedures set forth in the by-laws.

The Board of Directors is responsible for the following:

1. Ensuring the financial and legal requirements of LHSA including the annual budget, expenditures and legal compliance with local, state and federal regulations. The Board Chair shall sign employment contracts and ensure compliance with state and federal regulatory agencies.
2. Procuring funding and ensuring the correct operation of charter business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
3. Monitoring and assessing the academy's compliance with the provisions of the charter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.
4. Holding meetings which follow open meeting laws, including the posting of the agendas at least 24-48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
5. Meeting, as necessary, with one meeting serving as the annual meeting of the corporation.
6. Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
7. Determining policy development and review.
8. Hiring the academy leader that will be responsible for the day to day operations of the academy.

9. Adopting, advocating, and oversight of the academy budget, which is responsive to academy goals and meets the needs of the students.
10. Conducting an annual self-evaluation of its own leadership, governance and teamwork.
11. Securing adequate and appropriate board leadership training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance and strategic training. Upon approval of The Charter's application, the Board will evaluate its needs relative to training available through ISBA and will select and enroll in the training program in which it will participate. A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments. To the extent the Board identifies any areas of deficiency that cannot be addressed through training provided by ISBA, the Board of Directors will arrange specialized training relative to those deficient areas, including if necessary, training relative to Idaho's open meeting laws and public records laws so as to ensure compliance with such laws in the Board of Directors' administration of Charter business.
12. Communicating and interpreting the academy's mission and other policy-related matters to the public and stakeholders.
13. Approving the selection of the Academy Administrator or Academy Leadership, who may not be one of its members.
14. Ensuring there is a supportive, smoothly operating leadership team, which advocates for both children and the community.
15. Selecting and evaluating the Board Chair.
16. Hearing, and approving or disapproving, the recommendations of the academy administrator/director with respect to changes in staffing, program, discipline or curriculum.
17. Participating in fundraising activities as deemed necessary and appropriate by the Board.
18. Serving as the liaison between LHSA and the authorizing chartering entity.

The Board of Directors will elect, from its membership, at least the following officers who shall have the responsibilities indicated:

- Board Chair: The Board Chair, subject to the control and oversight of the Board of Directors, shall in general supervise the business and affairs of the Charter and may sign, with other appropriate officers as designated by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.
- Board Secretary: The Board Secretary shall keep minutes of all proceedings of the Board of Directors, provide required notice of all meetings of the Board of Directors, maintain contact information for each member of the Board of Directors, and perform all other duties incident to the office of secretary as assigned by the Board Chair or the Board of Directors.
- Board Treasurer: The Board Treasurer shall, in cooperation with the Business Manager, oversee funds of the Charter and perform all other duties incident to the office of treasurer as assigned by the

Board Chair or Board of Directors. To the extent deemed necessary by the Board of Directors, the Charter intends to engage the services of accounting and/or bookkeeping professionals in order to meet the needs of the Charter in monitoring financial performance and ensuring financial viability and success. This includes, if necessary, a permanent, part-time Chief Financial Officer to provide financial operations oversight for The Charter. Prior to beginning operations, but after approval, the Charter will obtain and provide documentation of appropriate bonds for all personnel involved in the school's financial operations.

In addition to the required officers as outlined, the Board of Directors may elect from its membership as many vice-presidents and assistant secretaries or treasurers as deemed necessary by the Board of Directors. Upon authorization, the Board will develop a policy manual consistent with the Idaho School Board Association Model Policy Manual which shall include policies for 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 or both.

## **Founders**

Below is a list of Founders who have made material contributions to the establishment of the Charter by giving their time, effort, energy, and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. The founders are Kolleen DeGraff, Randy Bengalan, Megan Reno, David Tew, Tanny Davids, Yvette Cadeaux, Leena Andrus, Taralynn Christensen, Bryan Grant, Griff Davids, Cheryl Hanson, Lisa Toly and Tyson Koester.

Additional Founders may be added up to the time of initial enrollment by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other actions, donations, and volunteer activities without which the school would not come into existence.

## **Ethical Standards**

The Board of Directors recognizes that sound, ethical standards of conduct increase the effectiveness of the Board members. Such standards promote public confidence, help to ensure compliance with federal, state, and local laws and regulations; and serve to advance the goals of the school. To that end, the Board of Directors have adopted the Lava Hot Springs Academy Board of Directors Code of Ethics and Conduct. (Appendix B)

The Board of Directors is expected to operate free of any conflicts of interest. In order to ensure that conflicts are avoided, the Board of Directors have adopted a Conflict of Interest Policy. (Appendix C)

### **Administrator/Organizational Structure**

The Charter will employ an academic administrator (the Administrator) who holds an Administrator Certificate issued by the Idaho Department of Education. The Administrator will be hired by and serve at the pleasure of the Board of Directors and will report to the Board Chair. The responsibilities of the academic administrator includes managing the day-to-day operations and education at LHSA, under the governance and authority granted by the LHSA Board of Directors.

Administrative services will be provided by the Academy Leadership under the direction of and subject to the policies, plans and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the Academy Leadership, the Board of Directors reserves the right to retain contracted professional services on an as-needed basis.

The Academy Leadership may chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professionals employed by the Charter. The Charter may initially employ an administrator or manager, 4 teachers and additional support staff as necessary to accommodate growth and as permitted by finances.

The Academy Leadership will be authorized, subject to budgetary limitations, to hire and supervise other classified staff, such as office manager, receptionist, clerk, instructional aides, and/or bookkeeper. The Academy Leadership will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty training, equipment, supplies, and other budgeted expenses. Expenditures shall be subject to the limitation that all expenditures exceeding \$5,000.00 are subject to approval by the Board of Directors.

Administrator/Director: the Administrator/Director works under the direction of The Board and responsibilities include, but are not limited to, parent and public relations, building school-wide community and culture, student and staff discipline, participate in curriculum development, supervise student scheduling, conduct all staff evaluations, provide teacher mentoring, coaching and professional development, resolve personnel issues, oversee substitute teacher roster training and evaluation, student enrollment and records, attendance, organize and implement models of intervention assistance for students with low student achievement, continuous improvement plans, maintain liaison with professional, civic, volunteer and other community agencies and groups, deliver written and oral presentations on academic accountability to various stakeholders.

The Academy Leadership shall ensure compliance with relevant professional codes and standards, oversee professional development and perform annual performance reviews for all certified professionals.

The Academy's Leadership performance shall be reviewed annually by the Board Chair under the direction of and with input from the Board of Directors.

## **Academic Day to Day Operations Plan**

### **Pre-Opening**

Operation plans for the Charter for the coming year include the following tasks: (1) charter approval, (2) application for charter grants and pursuit of other funding opportunities including private donations, (3) public notification of charter approval and opportunities through various media outlets including traditional public media and grassroots social media campaigns, (4) recruitment of students and staff, (5) establish a firm facilities commitment and contract, (6) establish a Memorandum of Understanding with MVSD, (7) facilities update, (8) development of student and staff policies. (Appendix D)

The Administrator or Director of the Charter will have both the autonomy and accountability necessary to determine the day-to-day operations of the Charter subject to the policies, plans, and programs established by the Board of Directors. The Board Chair will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's or Director's day-to-day management.

The Administrator or Director and the Board of Directors will work together to determine the school calendar, school schedule, and hours of operation in order to provide the required 900 hours of instruction.

## **Financial Plan**

### **Financial Management**

The Board of Directors will be responsible for the financial management of the Academy. The Board of Directors role in financial management will include the following:

- Establishment of operating and capital budgets.
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget.
- Monthly review of cash flow projections.
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls.

- Approval of all expenditures in excess of \$5,000.00 coupled with a monthly review of the Charter's general register to verify compliance with expenditure related policies established by the Board of Directors, and
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of the Charter in monitoring financial performance and ensuring financial viability and success.

The Academy will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

### **Operating Budget**

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801 and the rules promulgated by the Idaho State Board of Education. Projected budgets have been provided with the Charter's charter petition (Appendix E), but a final budget will be presented at a public hearing prior to the opening of the Charter. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on the Charter's website. The budget will be prepared, approved and filed using the format approved by the Idaho Financial Accounting Reporting Management System (IFARMS).

### **Income Sources**

The Charter will rely upon the following funding sources: (1) state allocation per pupil, (2) federal start-up grants, (3) private grants, (4) business partnerships, and (5) private donors.

### **Fundraising**

In addition to the state per pupil allocation and grants, the Charter will rely upon the efforts of the Board of Directors, the Administrator or Director, and the Booster Club to develop regular fundraising efforts to generate supplemental capital.

Members of the organizing group have experienced great success in the past with various fundraisers at the elementary school. The Charter looks forward to utilizing their talents and efforts upon approval. Participation was high and efforts were very successful. The Charter intends to make various fundraisers a yearly event.

### **Purchasing**

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator or Director will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate will involve a competitive bidding process.

## **Payroll**

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator or Director may engage a private contractor for purposes of outsourcing the Charter's payroll processing, provided, however, that if it is more cost effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator or Director pursuant to the authority set forth above.

## **Transportation Plan**

The Charter intends to offer transportation services for students in the primary attendance area. This is to ensure that lack of transportation does not negatively affect students for whom transportation may be a barrier to attendance. These services may be provided by a contractor or by the school. At the appropriate time the Charter will follow the transportation bidding process as per Idaho Code.

The Charter may contract with the Marsh Valley School District to provide busing. The Charter may budget for the purchase of two buses in order to supplement bus routes and provide access for outlying areas which will provide options and flexibility. Families that live on the edge of the primary radius attendance area and choose to attend the Charter will be made aware of the bus routes.

To be eligible for transportation services, students must reside within the Charter's primary attendance area. Calculations will be made according to the average cost of transporting students and provided as reimbursement to the contracted busing service provider.

In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. The Charter may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A daycare center, family daycare home, or a group daycare facility, as defined in section 39-1102 of Idaho Code, may substitute for the student's residence for student transportation to and from school.



The Charter will not transport students between childcare facilities and home, in accordance with 33-1501 of Idaho Code.

The Board of Directors may approve additional transportation services if fiscally viable. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services and financing.

Transportation for students with special needs may be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

### **Student Travel for Extracurricular Activities, Field Trips, Etc.**

Transportation for field trips, excursions, and extracurricular activities may be provided by the school or through contracted services.

Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

### **School Lunch Program**

The Charter will not initially utilize the National School Lunch Program (NSLP), but may choose to do so in the future. Community input has indicated that if there is a financial decision for LHSAs between providing lunch versus busing, the community would prefer busing be offered. LHSAs will only choose the option of providing a lunch program without NSLP reimbursement if it is sustainable within the constraints of the budget. Several options may be utilized.

- Families may be encouraged to send lunches and snacks to school with their students.
- School lunch may be offered at the actual cost of the food and preparation.
- Several restaurants in the community have suggested that once a month, they may be willing to provide lunch for the student body for the first year of operation.

Students will have a designated lunchroom and time. Families will be notified about the nutrition options through various communication avenues such as on-campus events, in-house announcements, social media, flyers, teacher and/or principal newsletters, email, etc.

Regardless of the option chosen, LHSA believes that no child should go without food and desires to offer free or reduced lunches to those who qualify. Free and Reduced data will be collected annually, at the beginning of each school year or upon enrollment throughout the year.

Should HLSA decide to contract with the district to provide meal planning and meals, LHSA will submit an application to be part of the National School Lunch Program. HLSA's operations team will manage all reporting requirements, FRL forms, direct certifications, and lunchroom and serving staff. NSLP is a federally assisted meal program operating in public, nonprofit private schools, and residential child care institutions. It provides nutritionally balanced, low-cost, or free lunches to children each school day.

In addition, the Charter may choose to offer School Breakfast and an After School Snack Program.

## **Facility Plan**

### **Charter School Facilities**

The Charter intends to Lease the Lava Elementary School building located at 249 West Fife St., Lava Hot Springs, ID 83246

It is currently operating as an elementary school and located within our Primary Attendance Area. Part of this building was built in 1934 as a New Deal public works project and was listed on the National Historical registry in 1997. The newer portion was built in 1979. It is a historically significant and much loved part of the Lava Community.

A new facility may be considered if growth and community support indicate the need.

### **Proposed Location**

The proposed location of the Academy will be within the boundaries of Marsh Valley School District #21, which will be the Primary Attendance area. The existing outer boundaries of the district will be used as the boundaries of the primary attendance area of the Charter.

## V. Parental Involvement, and Audits

### **Parental Involvement**

Parents bring an in-depth understanding of their children's personalities, learning styles, strengths and weaknesses, which is essential for the continuing educational development of their children.

The Charter recognizes that parents have the first and foremost role regarding the education of their children. The Charter is committed to encouraging parents of students, who attend its program, to be active participants in the education of their children and in the school at all levels. Our goal is that the Charter administration and staff will be sensitive to parental concerns, needs, values and heritage and foster an open-door policy. The Charter takes seriously the charge given to us to remain in partnership with parents who entrust their children to our care and influence.

### **Audits**

Every year the Academy's Board of Directors will hire a certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board will review the results of the audit and approve and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the Idaho State Department of Education.

### **Financial Reporting**

LHSA will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within 120 days from the last day of each fiscal year, an annual statement of the financial condition of the school as of the end of the fiscal year. The report will be presented in the form prescribed by the Idaho State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). The annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the Idaho State Department of Education as required by law.

The school will place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will place a listing of all disbursements on the website and make available all such information upon request.

Annually, the Charter will file with the Idaho State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). The Charter may destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

The Charter will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the Idaho State Department of Education pursuant to Idaho Code Section 33-701(9).

The Charter will only invest money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code

## **VI. Measurable Standards, Accreditation, and Accountability**

### **Measurable Student Educational Standards (MSES)**

#### **Testing**

The Charter will participate in all state-mandated testing as required by Idaho Code such as the ISAT, ISAT Alt, and IRI. The testing process as outlined by the Idaho State Department of Education will be followed with fidelity. The collection and analysis of data is of great value in multi-age classrooms and in teaching children at instructional levels. Accountability in testing will be required of teachers and students and monitored closely by Administration. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education.

The NWEA MAP test will be used at least twice a year to measure proficiency levels, student academic growth and progress in literacy, numeracy, reading, and mathematics. LHSA is committed to seeing significant growth between standardized testing windows.

#### **Methods for Measuring Student Progress**

##### **Assessment and Evaluation**

The Charter will utilize information from both standardized evaluations and alternative assessment measurements and will emphasize assessments that enhance learning. Teachers will use assessments as a reflection of their teaching and an evaluation of student learning to help drive instructional decisions. Classroom instruction and lesson planning will be informed by formative and summative assessments - including student self-assessments, informal assessments, and formal assessments. Students will view assessments as learning experiences to show where areas of instructional reinforcement are needed and/or positive reinforcement of concepts learned. Student growth and development will reflect understanding, application and synthesis of the Idaho State Standards.

##### **Standards-Based Grading**

Standards-based grading focuses on measuring student proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale or rubric that explains the essential outcome in detail. Student progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership of learning through self-assessments and allows the teacher to provide accurate feedback to each student. The goal of a standards-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

##### **Professional Learning Communities**

The Charter's teachers will meet at least one time a week to collaborate about student learning. Teachers will work in professional learning communities (PLCs) and collaborative teams to be clear about the mission and vision of LHSA, review team norms, identify and ensure learning of essential standards, collectively review and respond to the results of team-created common formative assessments and to continuously improve and learn for the benefit of students. Teachers will work to develop and align units of instruction based on the curriculum and Idaho State Standards. PLC teams will develop student learning targets, formative and summative rubrics and assessments that measure proficiency of the learning targets and standards. These assessment tasks will be frequent and varied to allow students to demonstrate progress, achievement and proficiency according to the learning targets and standards identified in each unit of study.

Assessment tasks include, but are not limited to the following:

- Open-ended, problem-solving activities.
- Investigations.
- Organized debates.
- Hands-on experimentation.
- Analysis and reflection.
- Multiple choice.
- Short and extended answers.
- Essays.

PLC teams will analyze the data collected from the assessments and adjust their instruction to meet the needs of the various learners in the class. They will share evidence-based teaching practices and effective teaching strategies as they collaborate about student learning. Embedded within the PLC structure is the first level of the RTI process as teams discuss the progress of their students and can identify students at all levels of achievement. Teachers will identify specific interventions to make sure they are able to support the students who have yet to meet the established criteria, while also finding means to support students who have mastered the content.

## **Portfolios of Learning**

Along with students meeting or exceeding the Idaho State Standards and reaching their highest levels of individualized achievement on all standard measurements, student progress will be assessed through a variety of assessments as delineated by the unit learning targets determined by the PLC teaching teams. Students will track their progress and evidence of their learning in a portfolio that catalogs their interests, passions, strengths, weaknesses and learning strategies that work best for them. The portfolio also reflects the achievement, proficiency and progress toward proficiency as related to the Idaho State Standards, the curriculum learning objectives, and the learning targets for each unit of instruction. Standards Based Grading (SBG) reports that target specific learning standards and objectives will be included in each student's portfolio.

## **Student-Led and Teacher-Led Conferences**

The Charter considers communicating student learning with the student's family to be of utmost importance. In addition to regular communication between the classroom teacher and the parents/guardians, the school will invite students and their families to attend formal conferences three times a year during which the student, family and teacher will review and analyze the student's portfolio of learning.

Teachers will facilitate the meeting, but the student will be in charge of taking responsibility for their learning and explaining their personal progress toward mastery of the Idaho State Standards and the learning targets for the units of instruction. Students will justify their progress by referencing specific assignments that show their mastery of learning targets.

Students will also complete self-evaluations of their performance for each unit of instruction and share these evaluations with their families. Additionally, students will set goals for improvement with the support of their families and teachers as they explain their areas of strength and areas in need of improvement. The tone of the conference will be positive with a focus on continuous improvement.

## **Student Information System**

The Charter will research information systems and select one that meets the following criteria:

- User-friendly for parents, students, and school staff.
- Meets budget limitations.
- Interfaces with standards based grading.
- Tracks students' attendance, demographic, and health records.
- Fee management.

The student information system will be in place before the first year of operation begins.

## **Accreditation**

The Charter will apply to Cognia for accreditation as required in IDAPA 08.02.02.140. The Charter will complete the accreditation process and gain accreditation before its third year of operation.

## **Academy Improvement**

A wide variety of achievement data will be used in the educational planning process. The academy administration and the Board of Directors will review school-wide achievement data that includes academic proficiency and growth. In addition, they will review school-wide proficiency and growth data at least one time a trimester. If necessary, the administration and faculty will develop action

plans for improvement that would include differentiated instruction within the classroom, intervention plans for students at risk of not meeting set benchmarks and more frequent monitoring of student achievement.

Each week, teams of teachers will meet to review student achievement data and will make necessary adjustments to their instructional plans that include differentiated instruction, implementation of interventions, and frequent monitoring of progress.

If at any point, the Charter is identified as a school in need of improvement, the Charter's Board of Directors will actively look at data to ensure effective leaders are in place. In addition, school leaders will look closely at multiple levels of data to begin determining where and what focus areas need to be addressed. Strategic improvement planning will go into effect, and the Idaho State Department of Education will become a network and resource to help guide the Charter in school improvement efforts.

The Charter will utilize the statewide System of Support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why it has not made sufficient progress in student achievement. A plan will be written that will be comprehensive, highly structured, specific and focused on the Charter's instructional program. The Charter will utilize state suggested tools that allow it to include scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.



## VII. Employee Requirements

### **Qualifications**

Teachers, administrators and staff of the Charter will meet or exceed the required qualifications mandated by Idaho state law. All certified applicants must be able to obtain the appropriate Idaho certificate with endorsement in the content area in which they are assigned.

All full and part-time staff will be expected to meet the following requirements, including but not limited to the following:

- All employees will be expected to possess the knowledge, character, judgment, experience, and expertise consistent with the standards of the Charter.
- All classified applicants must meet the minimum requirements set forth in the job description for the vacant position.
- All certified staff must provide proof of Highly Qualified status pursuant to the Elementary and Secondary Education Act/No Child Left Behind provision (PL 107-110).
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment must submit a criminal background check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- Written contracts which are approved by the LHSA Board of Directors will be provided for all certified staff members upon valid certification.
- In an effort to engage participation from the parents, extended family, and greater community, and in the event that an individual is identified as possessing a particular talent or skill, the Charter reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows the Charter to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. Furthermore, employed staff will be appropriately certified although volunteers may be brought in to provide specialized expertise.
- The Charter is committed to an environment of non-discrimination in relation to race/ethnicity, national origin, religion, age, social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

### **Background Checks**

All staff, volunteers, board of directors, and contractors will undergo the Background Investigation Check through the State Department of Education. Any other individual who has contact with students will be checked against the state sex offender registry.

## **Professional Codes and Standards**

Staff must comply with the professional codes and standards approved by the Idaho State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. Teachers or staff who are found in violation of the Code of Ethics will have action taken against them including, but not limited to, a performance review, improvement plan, suspension, termination, or legal action.

The Charter believes that when it comes to student learning and achievement, the influence of the teacher has the most impact. The Charter will make every effort to assure only highly qualified and effective teachers who embrace the educational and instructional philosophies (e.g., discovery-based, project-based, instructional-level teaching) of the Charter are retained. As a result, teachers at the Charter will be required to undergo annual evaluation procedures that ensure project-based effective instruction is occurring. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Charlotte Danielson's "Framework for Teaching" which includes Planning and Preparation, Learning Environment, Instruction and Use of Assessment, and Professional Responsibilities. Informal administrative walk-through observations will also be employed as a method of collecting reflection data for administration and teachers.

The Charter values parental input as part of the evaluation process. Parents or guardians will be given opportunities throughout the year to provide feedback on teacher performance. The evaluation form will include a section for input received from parents or guardians. Each certificated staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator or designated administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.

## **Evaluating Administrators**

Idaho has adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards for administrators. The Board of Directors will complete the evaluation. The Charter's administrators/leader will be evaluated based on these standards, which are divided into 14 components, clustered into three domains:

## Domain 1: School Climate

An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

- **School Culture:** Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.
- **Communication:** Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future and the successes and challenges to all stakeholders.
- **Advocacy:** Administrator advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.

## Domain 2: Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, an educational leader uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

- **Shared Leadership:** Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents and cultivates professional growth.
- **Priority Management:** Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational and community leadership priorities.
- **Transparency:** Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.
- **Leadership Renewal:** Administrator strives to continuously improve leadership skills through professional development, self-reflection and utilization of input from others.
- **Accountability:** Administrator establishes high standards for professional, legal, ethical and fiscal accountability of self and others.

## Domain 3: Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or evidence-based practices in improving the education program.

- **Innovation:** Administrator seeks and implements innovative and effective solutions that comply with general and special education law.
- **Instructional Vision:** Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
- **High Expectations:** Administrator sets high expectations for all students academically, behaviorally and in all aspects of student well-being.
- **Continuous Improvement of Instruction:** Administrator has proof of proficiency in assessing teacher performance based upon the Danielson “Framework for Teaching.”
- **Aligns Resources:** Administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
- **Evaluation:** Administrator uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- **Recruitment and Retention:** Administrator recruits and maintains a high-quality staff.

Teachers will be supported, not only through professional development but on a daily basis, as members of the leadership team are in classrooms daily, supporting small group instruction and teachers’ unique concerns about their instruction and classroom management. This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

A teacher will also be evaluated by a student’s growth rather than grade level expectations; therefore, the analyzing of data and support in small group instruction is imperative. Collaboration on a daily basis will help teachers make sense of realities they face and provide the support they need to be successful. Teachers must feel confident they can express concerns and doubts, and support and resources will be given to them to help them succeed. Collaboration in the writing curriculum is essential, and teachers will share their unique talents and gifts, so the community mutually benefits and has a wealth of knowledge and support.

The entire staff will work as a team to support teachers, students, and the leadership team in a safe environment to build community.

### **Transfer Rights**

The Charter will be its own Local Education Agency (LEA). No employee transfer rights apply between the Charter and any other school district.

### **Employee Benefits**

It is the intent of the Charter to offer competitive wages and benefits, so it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI.

All employees will contribute to the federal Social Security system. The Charter will make all employer contributions as required by PERSI and Federal Social Security.

In addition, the Charter will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. The Charter will 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. The Board will develop a process to ensure that all eligible employees are enrolled in one of the Charter's health insurance plans.

### **Contracts**

All teachers and administrators will be on a written contract with the Charter, approved by the Board. All contracts will be in a form approved by the Idaho State Superintendent, conditioned upon a valid certification being held by such professional personnel at the time of entering duty.

A copy of all teacher and administrator contracts, along with certificates for certified teachers and administrators, will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

## VIII. Health and Safety

Lava Hot Springs Academy is committed to maintaining a safe and healthy environment for all students, teachers, and staff. LHSA will meet or exceed all requirements for health, accessibility, safety, fire, and building codes, including but not limited to, the following:

- The building will pass fire and safety inspections according to the guidelines for all public schools.
- Fire drills shall be held within the first week of the school year and then at least one time each month that school is in session, pursuant to the State of Idaho General Safety and Health Standards (IGSHS). Evacuation and active shooter drills will be conducted periodically throughout the school year.
- Evacuation maps will be posted throughout the building near the exit to each room.
- Visitors and volunteers will be required to check-in and check-out through the main office.
- Any student needing to leave early, must check out in the office and be signed out by a parent/guardian or a responsible adult listed on the student's records.
- LHSA will hold health records highlighting any chronic health issues, which will be made available during emergencies.
- Students attending LHSA will be required to be current with all immunizations and must furnish their immunization record OR students must present a certificate or statement that will be kept in their file that exempts them from immunizations for medical, personal, or religious reasons.
- Emergency contact information will be held for each student.
- All employees will need to pass a criminal history background check; school volunteers and discovery-learning mentors will also be required to pass a criminal background check.
- LHSA is committed to providing an environment free of bullying, harassment, discrimination, illicit drugs, and weapons.
- In order to maintain a quality educational atmosphere, maintain discipline, and promote the safety and security of students and employees, all school property, including but not limited to, buildings, equipment, busses, grounds, and other physical settings and equipment of LHSA will be under the direct jurisdiction and exclusive control of the Board of Directors and will be subject to search by members of the administrative staff.

### **Bullying and Harassment**

Lava Hot Springs Academy defines bullying as a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories: physical, emotional, and verbal, and may include, but are not limited to, intimidation or extortion; oral or written threats; teasing, putdowns, or name-calling; threatening looks, gestures, or actions; rumors, gossip, slander, and false accusations; hazing; social isolation; relationship abuse;

physical and sexual assault or abuse; and cyber-bullying. The aforementioned forms of bullying may take place in-person/face-to-face, online, or through some other mode of communication such as phone call or text messaging; they are considered bullying regardless of the venue or whether the incident occurs before, during or after school hours.

LHSA will adopt policies consistent with the ISBA, Idaho School Boards Association, model to address these issues.

## **Suicide Prevention**

Lava Hot Springs Academy is committed to protecting the health and well-being of all students. The Board will adopt a suicide prevention policy that will help protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur as part of the health curriculum.
2. The administration is a point of contact for students in crisis and can refer students and families to appropriate resources.
3. Students will have access to national resources which they can contact for additional support:
  - a. The National Suicide Prevention Lifeline: 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - b. The Trevor Lifeline: 1.866.488.7386, [www.thetrevorproject.org](http://www.thetrevorproject.org)
4. When a student is identified by a staff person as potentially suicidal (i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the family will be notified immediately and the administrator may facilitate a referral to a mental health professional.

## **Parental Notification**

Lava Hot Springs Academy is committed to immediately notifying parents and guardians if their child is exhibiting suicidal ideation or behavior or involved in bullying or any unsafe behavior, regardless of whether they are victim or perpetrator, and providing the appropriate resources and referrals.

## **Technology/Network Acceptable Use Policy**

Parents and students will be required to read and sign the Technology/Network Acceptable Use Policy.

School account holders will be expected to act in a responsible, ethical, and legal manner, in accordance with purposes of the networks they use and the laws of Idaho and the United States. Using the network is a privilege, not a right; the privilege may be revoked at any time for unacceptable conduct. A policy prohibiting plagiarism and outlining acceptable and ethical use of artificial intelligence, including technologies such as Chat GPT, will be incorporated into the Technology/Network Acceptable Use Policy.

## **Security**

Security on any computer is a high priority. Students will be directed to notify the supervising teacher of any security breach, and the teacher will report it to administration. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

## **Disciplinary Procedures**

Lava Hot Springs Academy will use the Positive Behavior Interventions and Supports framework, which is an evidence-based framework developed to assist school teams in providing preventative, positive behavioral support for all students. This system of support includes the following:

- Clearly defined behavioral expectations.
- Social and behavioral skills instruction.
- Positive and proactive discipline.
- Active supervision and monitoring.
- Positive acknowledgement.
- Data-based decision making.

## **Procedure by which Students can be Suspended, Expelled, and Re-Enrolled**

The Lava Hot Springs Academy Student Handbook outlines a “code of conduct” including expectations and consequences for unacceptable behavior. Suspension and/or the decision to expel a student will be considered only as final options in a series of efforts to avoid such measures. LHSA will make every effort to match the consequence to the action.

The Board of Directors may authorize the administration to enroll or re-enroll the student based upon a behavioral plan individually created to address the specific disciplinary issues for the student. Should the administration determine that enrollment of the student would pose a danger to other students, faculty or property which cannot, in the judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors may authorize the administration to provisionally deny enrollment. Should a student be provisionally denied enrollment due to prior school expulsion,



the student will be advised of a right to a hearing before the Board of Directors to contest this decision.

### **Using Alcohol or Under the Influence of Controlled Substances**

The use of alcohol or any controlled substances is prohibited. A policy will be adopted by the Board of Directors in regard to alcohol and substance abuse.

### **Contacting Law Enforcement and Parents or Guardians**

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The administrator or designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials. Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules. The policy will be included in the Lava Hot Springs Academy Student Handbook and on the school website.

# IX. Admissions, Discipline, Student Policies

## Enrollment

Classes will be multi-age, multi-grade as defined in the academic program. Enrollment is listed through the 2029-2030 academic year. The 2023-2024 enrollment in Lava was 57 students. However as recently as the 2021-2022 school year, enrollment was at 77. By offering a new educational focus, stability and outreach to previously enrolled families, it's reasonable to project that the academy will increase in enrollment. But we are being conservative and only projecting 50 students the first year.

The Academy enrollment table reads as follows:

Column 1: Years of operation.

Column 2: Total enrollment for the school for each academic year.

Column 3: Total kindergarten enrollment.

Column 4: Total first through third grade enrollment, with a breakdown by grade.

Column 5: Total fourth and fifth grade enrollment, with a breakdown by grade.

Column 6: Total sixth grade enrollment, with a breakdown by grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-2 Multi-Grade	3-4 Multi-Grade	5-6 Multi-Grade
2025-2026	50	6 Students	13 Students	16 Students	15 Students
		6	7 -1st 6 -2nd	7 -3rd 9 -4th	6 -5th 9 -6th
2026-2027	67	8 Students	19 Students	18 Students	22 Students
		8	9 -1st 10 -2nd	8 -3rd 10 -4th	12 -5th 10 -6th
2027-2028	70	10 Students	18 Students	20 Students	22 Students
		10	8 -1st 10 -2nd	11 -3rd 9 -4th	10 -5th 12 -6th
2028-2029	78	12 Students	21 Students	24 Students	23 Students
		12	11 -1st 10 -2nd	12 -3rd 12 -4th	11 -5th 12 -6th
2029-2030	85	12 Students	24 Students	24 Students	25 Students
		12	13 -1st 11 -2nd	11 -3rd 13 -4th	13 -5th 12 -6th

## **Admissions Procedures**

The Charter shall establish an enrollment admissions deadline. All written requests for admission to the Charter for the upcoming school year must be received by the deadline date. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Board of Directors each January for the upcoming school year.

Returning students will not need to fill out new applications each year but will need to sign a “commitment to return” form by the enrollment deadline to secure their spot for the next school year.

## **Admissions Preferences**

Should the initial capacity of the Charter be insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students can be admitted to the Charter. The Charter will follow Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

### **Admission Preferences for First Year**

First Priority: Applicants who are children of the Charter’s full-time employees or children of the Charter’s Founders, not to exceed 10% of total enrollment thereafter.

Second Priority: Applicants who are siblings of pupils already selected by the lottery.

Third Priority: Applicants who reside within the Charter’s primary area of attendance. The primary attendance area will be Marsh Valley School District #21.

Fourth Priority: Applicants who reside outside of the Charter’s primary area of attendance.

### **Admission Preferences for Subsequent Years**

First Priority: Students returning to the Charter in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: Children of the Charter’s Founders and full-time employees, as long as this admission preference is not more than 10% of the capacity. Also receiving second priority are children who attended the public 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.

Third Priority: Siblings of students already enrolled in and attending the Charter.

Fourth Priority: Prospective students residing in the primary attendance area of the Charter.

Fifth Priority: Prospective students residing outside of the primary attendance area of the Charter.

The Charter will be open to all students on a space-available basis. No student will be denied admission based on race/ethnicity, national origin, religion, age, social or economic status, disability, or special needs. No out-of-state students will be enrolled.

### **Lottery Process**

A lottery will be conducted per grade. Once the lottery and enrollment are complete, admitted students will then be assigned to their specific multi-age/multi-grade classroom.

### **Waiting Lists**

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or a parent does not respond to the offer by the date designated in the offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate grade and preference group.

Waiting lists will not carry over from one year to the next.

### **Notification of Acceptance**

The Charter will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

Within three days after conducting the selection process, the Charter shall notify the students selected for admission to the Charter by email or phone call.

Admission emails, phone calls, and postings will be accompanied with enrollment information to be completed by the admitted student's parent or guardian and returned to the Charter by the date designated in the materials. If a parent or guardian of the admitted student declines admission or fails to return the signature form for acceptance by the date designated, then the name of the student will

be deleted from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the waiting list.

Within five days after conducting the selection process, the Charter shall notify the students who were not admitted but put on the waiting list by mail. The notification will explain that the prospective student has been placed on a waiting list and may be eligible for admission at a later date if a seat becomes available during the upcoming school year.

If a student withdraws from the Charter 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 waiting list.

### **Public School Attendance Alternative**

The children located within the attendance area of the authorizing district will have the choice to enroll in or seek admission to other educational entities, be they public, private, virtual or other.

### **Notification of Enrollment Opportunities**

In accordance with IDAPA 08.02.02.203.02, the Charter will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by the Charter each year. The information will be posted in highly visible and prominent locations within the attendance area of the Charter as well as on the Charter's website.

In addition, the Charter will ensure that the process includes the dissemination of press releases or public service announcements in both English and Spanish (as these are the two predominate languages spoken in our primary attendance area) to media outlets such as television, radio, and newspapers that broadcast within or disseminate printed publications within the area of attendance of the Charter. The Charter will ensure that these announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than 14 days prior to the enrollment deadline each year.

In addition, the Charter will work with culturally-based organizations in the enrollment area to reach Hispanic families and families living in underserved areas to ensure that they have knowledge of the Charter and have access to clear information on how their child can apply for enrollment. Working with culturally-based organizations will ensure that a trusted, known messenger and community member conveys information to these families.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national origin, religion, age, social or economic status, disability, or special needs.

## **Denial of Attendance**

In accordance with Idaho Code 33-205, the Charter's Board of Directors may deny enrollment to the Charter or may expel or deny attendance to the Charter to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other students, or who has been expelled from another school district in this state or any other state. Any student having been denied enrollment or expelled may be enrolled or re-admitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or re-admission shall not prevent the Board from again expelling the student for cause.

## **Student/Parent Handbook**

In order to ensure that both parents and students understand the expectations for students at the Charter, parents will receive a student/parent handbook. Student/parent handbooks will be available on the school's website. A hard copy of the handbook is available upon request for admitted students.

The student/parent handbook will be reviewed and updated annually. The handbook will be finalized each year prior to the admission process and will be a joint effort between the administrative staff, parents, and Board of Directors. Once a student is admitted to the Charter, a deadline will be set where students and their parents/guardians will be required to return a signature form stating they have received and understand the contents within the student/parent handbook.

# X. Business Arrangements, Community Involvement, and School

## **Closure**

### **Business Arrangements**

The Charter will actively and consistently seek to establish partnerships with businesses providing potential services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist; however, the Charter is actively engaged in conversations with several entities regarding potential partnerships. All business arrangements will be conducted according to the laws and policies of the state.

### **Termination of the Charter**

The Charter will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol.

In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors.

When the Board determines that the school will be terminated, the Chair will execute the termination. The Chair will arrange for the sale of assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The Charter will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page or similar page stating who to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit.

The Chair will arrange for the sale of assets, for distribution of all assets and/or proceeds thereof pursuant to the requirements of Idaho Code 33-5212(2).





# APPENDIX B - BOARD ETHICS

## Code of Ethics for School Board Members

As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent, administrator or manager of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent, administrator or manager is the board's advisor and should be present at all meetings, except where the superintendent/administrator/manager is the subject matter, or where the superintendent/administrators/manager's presence is a conflict of interest. Further, the Superintendent/Administrator/manager shall not be present during any Board deliberation regarding a student expulsion hearing and/or when the board deliberates regarding a teacher non-renewal or termination advanced by the administration.;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel; Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
10. Attend all board leadership trainings;
11. Respect the right of the public to be informed about district decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of district operations to the superintendent, administrator, or manager not to district staff or at a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and

16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public charter school.

Trustee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX C - BOARD MEMBER CONFLICT OF INTEREST

## Board Member Conflict of Interest

A Director may not:

1. Use the Director's official power to further the Director's own interests;
2. Have a pecuniary interest directly or indirectly, except a remote interest, in any contract or other transaction pertaining to the maintenance or conduct of the Charter School. A "remote interest" means:
  - a. The Director is a non-salaried employee of a nonprofit corporation that is the contracting party;
  - b. The Director is an employee or agent of a contracting party where the compensation of the Director as an employee or agent consists entirely of fixed wages or salary;
  - c. The Director is a landlord or tenant of a contracting party; or
  - d. The Director is a holder of less than one percent of the shares of a corporation or cooperative a contracting party and the Director discloses such remote interest to the Board of Directors. The Director may not, under any circumstances, be employed by the School;
3. Accept any reward or compensation for services rendered as a Director except as expressly provided by law;
4. Accept and award contracts involving the Charter School to businesses in which a Director or person related to him or her by blood or marriage within the second degree has a direct or indirect interest except when the procedures set forth in I.C. §§ 18-1361 or 18-1361A are followed;
5. Enter into or execute any contract with the spouse of any Director, the terms of which require the payment or delivery of any public charter school funds, moneys, or property to such spouse, except as provided in Idaho Code § 18-1361 and 18-1361A;
6. Employ the spouse of a Director when such employment requires or will require the payment or delivery of any Charter School funds, money, or property to such spouse
7. Except when the procedures set forth in I. C. § 33-5204(5)(c) are followed as outlined in Policy 1615
8. Be involved in the employment decision of a relative related by affinity or consanguinity within the second degree. The Director shall be absent from the meeting while such employment is being considered and/or determined;
9. Vote on any decision affecting the compensation, benefits, individual performance evaluation or disciplinary action related to a Director's spouse.
10. Enter into a contract in the Director's individual capacity, the effect of which is to create a personal interest which may conflict with the officer's public duty;
11. Be a purchaser or vendor at any sale or purchase made by the Director in the Director's official capacity;
12. Use public funds or property to obtain a pecuniary benefit for himself or herself;
13. Solicit, accept, or receive a pecuniary benefit as payment for services, advice, assistance, or conduct customarily exercised in the course of the Director's official business;

14. Use or disclose confidential information gained in the course of or by reason of the Director's official position or activities in any manner with the intent to obtain a pecuniary benefit for the Director or any other person or entity in whose welfare the Director is interested or with the intent to harm the District;
15. Appoint or vote for the appointment of any person related to him or her by blood or marriage within the second degree to any clerkship, office, position, employment or duty, when the salary, wages, pay, or compensation of such appointee is to be paid out of public funds or fees of office; or appoint or furnish employment to any person whose salary, wages, pay, or compensation is to be paid out of public funds or fees of office, and who is related by either blood or marriage within the second degree to any other public servant making or voting for such appointment.

Relation by blood within the second degree includes grandparents and grandchildren. Laterally, it includes brothers and sisters.

Legal References:

- I.C. § 18-1359 Using Public Position for Personal Gain
- I.C. § 18-1361 Self-Interested Contracts — Exception
- I.C. § 18-1361A Non-compensated Appointed Public Servant —  
Relatives of Public Servant — Exception
- I.C. § 33-5204 Nonprofit Corporation—Liability—Insurance
- I.C. § 33-5204A Applicability of Professional Codes and  
Standards – Limitations upon Authority
- I.C. § 74-501 Officers Not to be Interested in Contracts
- I.C. § 74-502 Remote Interests
- I.C. § 74-503 Officers Not to be Interested in Sales
- I.C. § 33-5206 Requirements and Prohibitions of a Public Charter School

# APPENDIX D - BUDGET PROJECTIONS

## LAVA HOT SPRINGS CHARTER SCHOOL BUDGET PROJECTIONS

	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029	Projected 2029-2030					
<b>Enrollment Plan</b>										
K	5	10	10	10	10					
1	8	10	10	10	10					
2	8	10	10	10	10					
3	8	10	10	10	10					
4	8	10	10	10	10					
5	7	10	10	10	10					
6	6	7	10	10	10					
<b>Total Enrollment</b>	<b>50</b>	<b>67</b>	<b>70</b>	<b>70</b>	<b>70</b>					
<b>Expected ADA</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>					
<b>ADA</b>	<b>47.5</b>	<b>63.65</b>	<b>66.5</b>	<b>66.5</b>	<b>66.5</b>					
Calculated Support Units	<b>3.67</b>	<b>4.86</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>					
<b>Total Revenues Per Current Formulas</b>	<b>\$ 851,428</b>	<b>\$ 927,442</b>	<b>\$ 990,804</b>	<b>\$ 1,025,344</b>	<b>\$ 1,056,104</b>					
<b>Total Expenses</b>	<b>\$ 838,604</b>	<b>\$ 870,197</b>	<b>\$ 908,560</b>	<b>\$ 996,428</b>	<b>\$ 1,026,321</b>					
<b>Net Income</b>	<b>\$ 12,589</b>	<b>\$ 57,044</b>	<b>\$ 28,044</b>	<b>\$ 38,715</b>	<b>\$ 29,783</b>					
<b>Beginning Cash:</b>	<b>\$ -</b>	<b>\$ 12,589</b>	<b>\$ 69,632</b>	<b>\$ 161,676</b>	<b>\$ 230,174</b>					
<b>Ending Cash:</b>	<b>\$ 12,589</b>	<b>\$ 69,632</b>	<b>\$ 161,676</b>	<b>\$ 200,391</b>	<b>\$ 259,957</b>					
<b>Days Cash (Goal: &gt; 60 days end of Year 5)</b>	<b>5.40</b>	<b>27.41</b>	<b>58.98</b>	<b>70.66</b>	<b>92.45</b>					
<b>Staffing Plan</b>										
	<b>FTE</b>	<b>Contract Amt</b>	<b>FTE</b>	<b>Contract Amt</b>	<b>FTE</b>	<b>Contract Amt</b>	<b>FTE</b>	<b>Contract Amt</b>	<b>FTE</b>	<b>Contract Amt</b>
Administrator and Federal Programs Director	1.00	\$ 75,000	1.00	\$ 77,250	1.00	\$ 79,568	1.00	\$ 81,955	1.00	\$ 84,414
Teachers										
Teacher, Kindergarten	0.50	\$ 25,582	1.00	\$ 53,760	1.00	\$ 57,286	1.00	\$ 60,973	1.00	\$ 62,802
Teacher, 1/2	1.00	\$ 51,164	1.00	\$ 53,760	1.00	\$ 57,286	1.00	\$ 60,973	1.00	\$ 62,802
Teacher, 3/4	1.00	\$ 69,129	1.00	\$ 73,265	1.00	\$ 77,588	1.00	\$ 79,856	1.00	\$ 82,252
Teacher, 5/6	1.00	\$ 52,194	1.00	\$ 55,617	1.00	\$ 59,197	1.00	\$ 62,943	1.00	\$ 64,831
Special Education	0.50	\$ 27,900	0.50	\$ 29,665	0.50	\$ 31,511	0.50	\$ 34,426	0.50	\$ 35,459
<b>Subtotal - Teachers</b>	<b>4.00</b>	<b>\$ 225,969</b>	<b>4.50</b>	<b>\$ 266,067</b>	<b>4.50</b>	<b>\$ 282,868</b>	<b>4.50</b>	<b>\$ 299,171</b>	<b>4.50</b>	<b>\$ 308,146</b>
Pupil Service Staff - Speech Pathologist	0.50	\$ 26,097	0.50	\$ 27,809	0.50	\$ 29,599	1.00	\$ 62,943	1.00	\$ 64,831
Classified Staff										
Food Service	0.33	\$ 13,600	0.33	\$ 14,008	0.33	\$ 14,428	0.33	\$ 14,861	0.33	\$ 15,307
Front Office	0.85	\$ 35,200	0.85	\$ 36,256	0.85	\$ 37,344	0.85	\$ 38,464	0.85	\$ 39,618
Custodial	0.63	\$ 26,400	0.63	\$ 27,192	0.63	\$ 28,008	0.63	\$ 28,848	0.63	\$ 29,713
Aide	0.66	\$ 19,494	0.66	\$ 20,079	0.66	\$ 20,681	0.66	\$ 21,301	0.66	\$ 21,940
<b>Subtotal - Classified Staff</b>	<b>2.47</b>	<b>\$ 94,694</b>	<b>2.47</b>	<b>\$ 97,535</b>	<b>2.47</b>	<b>\$ 100,461</b>	<b>2.47</b>	<b>\$ 103,474</b>	<b>2.47</b>	<b>\$ 106,578</b>
<b>Total Salaries Budgeted</b>	<b>7.97</b>	<b>\$ 421,760</b>	<b>8.47</b>	<b>\$ 468,661</b>	<b>8.47</b>	<b>\$ 492,496</b>	<b>8.97</b>	<b>\$ 547,543</b>	<b>8.97</b>	<b>\$ 563,969</b>
<b>Projected Revenues</b>										
State Funding										
Discretionary, Entitlement Funding	\$ 164,897	\$ 224,916	\$ 238,335	\$ 245,485	\$ 252,850					
Salary Apportionment	\$ 311,099	\$ 430,828	\$ 467,166	\$ 488,523	\$ 503,179					
Benefit Apportionment	\$ 70,588	\$ 107,836	\$ 116,932	\$ 122,277	\$ 125,945					
Transportation Reimbursement	\$ 4,866	\$ 6,520	\$ 6,812	\$ 6,812	\$ 7,016					
Food Service Support/Revenue	\$ 8,925	\$ 14,993	\$ 15,346	\$ 15,711	\$ 16,182					
Charter School Facilities	\$ 19,000	\$ 25,460	\$ 26,600	\$ 26,600	\$ 27,398					
Continuous Improvement / Strategic Planning	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,798					
English Language learners	\$ 236	\$ 236	\$ 236	\$ 236	\$ 243					
Literacy Intervention	\$ 10,962	\$ 28,608	\$ 28,608	\$ 28,608	\$ 29,466					
Professional Development	\$ 10,034	\$ 10,260	\$ 10,260	\$ 10,486	\$ 10,801					
Professional Development - Dyslexia	\$ 2,067	\$ 2,130	\$ 2,130	\$ 2,193	\$ 2,259					
Safe & Drug Free	\$ -	\$ 2,570	\$ 2,764	\$ 2,798	\$ 2,882					
Technology	\$ 21,518	\$ 28,833	\$ 30,125	\$ 30,125	\$ 31,029					
<b>Total Projected State Funding</b>	<b>\$ 630,792</b>	<b>\$ 889,790</b>	<b>\$ 951,914</b>	<b>\$ 986,454</b>	<b>\$ 1,016,048</b>					
Federal and Other Grant Funding										
TITLE I Funds	\$ 9,294	\$ 12,453	\$ 13,011	\$ 13,011	\$ 13,401					
TITLE II Funds	\$ 1,627	\$ 2,180	\$ 2,277	\$ 2,277	\$ 2,345					
TITLE IV Funds	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,300					
IDEA PART B Funds	\$ 9,715	\$ 13,019	\$ 13,602	\$ 13,602	\$ 14,010					
JKAFF Grant Support	\$ 200,000	\$ -	\$ -	\$ -	\$ -					
<b>Total Projected federal and Other Funding</b>	<b>\$ 220,636</b>	<b>\$ 37,652</b>	<b>\$ 38,890</b>	<b>\$ 38,890</b>	<b>\$ 40,056</b>					
<b>GRAND TOTAL - REVENUES</b>	<b>\$ 851,428</b>	<b>\$ 927,442</b>	<b>\$ 990,804</b>	<b>\$ 1,025,344</b>	<b>\$ 1,056,104</b>					

LAVA HOT SPRINGS CHARTER SCHOOL  
BUDGET PROJECTIONS

	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029	Projected 2029-2030
<b>Projected Expenditures</b>					
K-6 TEACHING STAFF SALARIES	\$ 198,069	\$ 236,402	\$ 251,357	\$ 264,745	\$ 272,687
K-6 PARAPROFESSIONALS/AIDES	\$ 19,494	\$ 20,079	\$ 20,681	\$ 21,301	\$ 21,940
K-6 SUBSTITUTE PAY	\$ 13,527	\$ 13,933	\$ 14,351	\$ 14,782	\$ 15,225
K-6 EMPLOYEE BENEFITS - PERSI	\$ 29,790	\$ 41,087	\$ 43,686	\$ 46,013	\$ 47,393
K-6 EMPLOYEE BENEFITS - TAXES	\$ 15,380	\$ 18,357	\$ 19,518	\$ 20,557	\$ 21,174
K-6 EMPLOYEE BENEFITS - INSURANCE	\$ 45,000	\$ 47,500	\$ 50,000	\$ 52,500	\$ 54,075
K-6 EL CLASSES ROBOTICS-ETC	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
K-6 CURRICULUM SUPPLIES - \$50 / student	\$ 2,500	\$ 3,350	\$ 3,500	\$ 3,500	\$ 3,500
K-6 AMPLIFY LICENSES - \$1600 Fixed Cost + 90 per student	\$ 6,100	\$ 7,630	\$ 7,900	\$ 7,900	\$ 7,900
PURCHASED SERV-PROF DEVELOPMENT	\$ 12,101	\$ 12,390	\$ 12,390	\$ 12,679	\$ 13,060
<b>**TOTAL ELEMENTARY SCHOOL PROGRAM</b>	<b>\$ 346,961</b>	<b>\$ 405,728</b>	<b>\$ 428,383</b>	<b>\$ 448,977</b>	<b>\$ 461,954</b>
SALARIES - SPED CERTIFIED-GEN FUND	\$ 26,097	\$ 27,809	\$ 29,599	\$ 62,943	\$ 64,831
SALARIES - SPED CERTIFIED-GEN FUND	\$ 27,900	\$ 29,665	\$ 31,511	\$ 34,426	\$ 35,459
GEN FUND SPED BENEFITS - PERSI	\$ 3,925	\$ 4,833	\$ 5,144	\$ 10,939	\$ 11,267
GEN FUND SPED BENEFITS - TAXES	\$ 2,026	\$ 2,159	\$ 2,298	\$ 4,888	\$ 5,035
GEN FUND SPED BENEFITS - INSURANCE	\$ 13,500	\$ 14,250	\$ 15,000	\$ 21,000	\$ 21,630
<b>**TOTAL EXCEPTIONAL CHILD PROGRAM</b>	<b>\$ 73,448</b>	<b>\$ 78,716</b>	<b>\$ 83,552</b>	<b>\$ 134,196</b>	<b>\$ 138,222</b>
AUTHORIZER FEES	\$ -	\$ -	\$ -	\$ -	\$ -
LEGAL SERVICES - BOARD EXPENSES	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
BOARD TRAINING/CONTINUOUS IMP COST	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600
WORKER'S COMPENSATION INS	\$ 5,305	\$ 5,464	\$ 5,628	\$ 5,797	\$ 5,971
AUDIT & 990 FEES - BOARD EXPENSES	\$ 9,000	\$ 9,270	\$ 9,548	\$ 9,834	\$ 10,129
<b>**BOARD OF EDUCATION EXPENSE</b>	<b>\$ 22,905</b>	<b>\$ 23,334</b>	<b>\$ 23,776</b>	<b>\$ 24,231</b>	<b>\$ 24,700</b>
SALARIES - SCHOOL ADMINISTRATORS	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,414
SALARIES - ADMIN CLASSIFIED STAFF	\$ 35,200	\$ 36,256	\$ 37,344	\$ 38,464	\$ 39,713
ADMIN EE BENEFITS - PERSI	\$ 16,043	\$ 19,180	\$ 19,755	\$ 20,348	\$ 20,958
ADMIN EE BENEFITS - TAXES	\$ 8,557	\$ 8,814	\$ 9,078	\$ 9,351	\$ 9,632
ADMIN EE BENEFITS - INSURANCE	\$ 9,000	\$ 9,500	\$ 10,000	\$ 10,500	\$ 10,815
ADMIN TRAVEL/PURCHASED SERVICES	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,090
ADVERTISING/ENROLLMENT - WEBSITE	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,575
COPIER LEASE	\$ 10,609	\$ 10,927	\$ 11,255	\$ 11,593	\$ 11,941
SUPPLIES - SCHOOL ADMINISTRATION	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
OFFICE OF THE PRINCIPAL	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
STAFF COMPUTERS	\$ 10,000	\$ 2,500	\$ 2,500	\$ 10,000	\$ 10,000
PROPERTY/LIABILITY INSURANCE	\$ 16,974	\$ 17,483	\$ 18,007	\$ 18,547	\$ 19,103
<b>**TOTAL SCHOOL ADMINISTRATION</b>	<b>\$ 191,883</b>	<b>\$ 192,410</b>	<b>\$ 198,007</b>	<b>\$ 211,258</b>	<b>\$ 207,241</b>
SALARIES - BUILDING CARE	\$ 26,400	\$ 27,192	\$ 28,008	\$ 28,848	\$ 29,713
BUILDING CARE EE BENEFITS - PERSI	\$ 3,971	\$ 4,726	\$ 4,868	\$ 5,014	\$ 5,164
BUILDING CARE EE BENEFITS - TAXES	\$ 2,050	\$ 2,111	\$ 2,175	\$ 2,240	\$ 2,307
BUILDING CARE EE BENEFITS - INSUR.	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,240
UTILITIES - ELECTRIC	\$ 6,419	\$ 6,612	\$ 6,810	\$ 7,014	\$ 7,224
UTILITIES - GAS	\$ 3,925	\$ 4,043	\$ 4,164	\$ 4,289	\$ 4,418
UTILITIES - WATER/SEWER/TRASH	\$ 6,631	\$ 6,830	\$ 7,035	\$ 7,246	\$ 7,463
SUPPLIES - BUILDING CARE	\$ 2,500	\$ 3,350	\$ 3,500	\$ 3,500	\$ 3,605
CAPITAL IMPROVEMENTS	\$ 50,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,450
CAPITAL IMPROVEMENTS - SCHOOL SIGN	\$ 15,000	\$ -	\$ -	\$ -	\$ -
MAINTENANCE - GROUNDS PURCHASES	\$ 3,713	\$ 3,824	\$ 3,939	\$ 4,057	\$ 4,179
BUILDING MAINTENANCE	\$ 8,487	\$ 8,742	\$ 9,004	\$ 9,274	\$ 9,552
BUILDING RENTAL	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1
SUPPLIES - BUILDING	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,060
<b>**TOTAL BUILDINGS</b>	<b>\$ 139,097</b>	<b>\$ 92,431</b>	<b>\$ 94,504</b>	<b>\$ 96,483</b>	<b>\$ 99,376</b>
BUSSING - PAYMENT TO SCHOOL DISTRICT	\$ 6,488	\$ 8,693	\$ 9,083	\$ 9,083	\$ 9,355
<b>**TOTAL TRANSPORTATION PROGRAM</b>	<b>\$ 6,488</b>	<b>\$ 8,693</b>	<b>\$ 9,083</b>	<b>\$ 9,083</b>	<b>\$ 9,355</b>

LAVA HOT SPRINGS CHARTER SCHOOL  
BUDGET PROJECTIONS

	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029	Projected 2029-2030
<b>TECHNOLOGY FUND</b>					
PURCHASED SERVICE - TECH FUND	\$ 1,061	\$ 1,093	\$ 1,126	\$ 1,160	\$ 1,195
LEARNING MANAGEMENT SYSTEM	\$ 5,835	\$ 6,010	\$ 6,190	\$ 6,376	\$ 6,567
EQUIPMENT - TECH FUND	\$ 14,622	\$ 21,730	\$ 22,809	\$ 22,589	\$ 23,267
<b>**TOTAL TECHNOLOGY EXPENSES</b>	<b>\$ 21,518</b>	<b>\$ 28,833</b>	<b>\$ 30,125</b>	<b>\$ 30,125</b>	<b>\$ 31,029</b>
	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SAFE &amp; DRUG FREE PROGRAM FUND</b>					
PURCHASED SERVICES-SAFE& DRUG FREE	\$ -	\$ 2,570	\$ 2,764	\$ 2,798	\$ 2,882
<b>**TOTAL SAFE DRUG FREE EXPENSES</b>	<b>\$ -</b>	<b>\$ 2,570</b>	<b>\$ 2,764</b>	<b>\$ 2,798</b>	<b>\$ 2,882</b>
	\$ -	\$ -	\$ -	\$ -	\$ -
<b>FOOD SERVICE FUND</b>					
WAGES - FOOD SVC	\$ 13,600	\$ 14,008	\$ 14,428	\$ 14,861	\$ 15,307
BENEFITS - FOOD SVC - PERSI	\$ 2,045	\$ 2,435	\$ 2,508	\$ 2,583	\$ 2,660
BENEFITS - FOOD SVC - TAXES	\$ 1,056	\$ 1,088	\$ 1,120	\$ 1,154	\$ 1,189
BENEFITS - FOOD SVC - INSURANCE	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,240
FOOD/SUPPLIES - FOOD SVC	\$ 11,603	\$ 11,951	\$ 12,310	\$ 12,679	\$ 13,059
<b>**TOTAL FOOD SERVICE EXPENSES</b>	<b>\$ 36,304</b>	<b>\$ 37,482</b>	<b>\$ 38,366</b>	<b>\$ 39,277</b>	<b>\$ 40,455</b>
	\$ -	\$ -	\$ -	\$ -	\$ -
<b>GRAND TOTAL - EXPENSES</b>	<b>\$ 838,604</b>	<b>\$ 870,197</b>	<b>\$ 908,560</b>	<b>\$ 996,428</b>	<b>\$ 1,015,214</b>
<b>EXCESS OF REVENUE OVER EXPENSES</b>	<b>\$ 12,825</b>	<b>\$ 57,245</b>	<b>\$ 82,245</b>	<b>\$ 28,916</b>	<b>\$ 40,890</b>



# CITATIONS

Ming, V., Keynote, NCSC24 Conference, Boston, June 30-July 3, 2024

Kolb, L., "From 1916 to 2021: What Would John Dewey Say About Remote Learning?" *Teacher Librarian*, Vol, 48, no.5 June 2021, pp.26+

Jefferson, T., Letter to Charles Yancey, January 6, 1816, Library of Congress

