



peace valley
CHARTER SCHOOL

A member of the Alliance for Public Waldorf Education

Appendix

Peace Valley Charter Appendices

Appendix A: Articles of Incorporation and Bylaws	3
Appendix B: Elector Signatures	21
Appendix C: Charter Start 101 Workshop Certificates	23
Appendix D: Attendance Area Map and Boundaries	26
Appendix E: Resumes, Founders, Code of Ethics and Conduct	27
Appendix F: Contract, Leases, Agreements	48
Appendix G: Pre-Opening/Start-up Budget	68
Appendix H: Three-year Operating Budgets and Break-even Budget	82
Appendix I: First Year Cash Flow	98
Appendix J: Facilities	102
Appendix K: Pre-opening Timeline	122
Appendix L: Staff Professional Development and Evaluation	132
Appendix M: Curriculum Alignment Overview	135
Appendix N: Outreach Activities and Interested Families and Skills	139
Appendix O: Student Handbook (draft only)	141
Appendix P: Reference List	180
Appendix Q: PVCS Survey Information	181

Appendix A: Articles of Incorporation and Bylaws

Draft change to Article 9: will be amended upon authorization: In the event of a school closure for any reason, the assets of the school shall be distributed according to Idaho Code §33-5212, first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If any assets remain after complying with state laws, they shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code or as required by a court of competent jurisdiction.

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SECRETARY OF STATE
STATE OF IDAHO

**Articles of Incorporation of
Peace Valley Charter School, Inc.**

Articles of Incorporation of the undersigned, all of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of Idaho, do hereby certify:

Article 1. Name

The name of the corporation shall be: Peace Valley Charter School, Inc.

Article 2. Duration

The period of duration for this corporation shall be perpetual or until such time as the Board of Direction shall adopt a resolution recommending that the corporation be dissolved pursuant to Idaho Law.

Article 3. Purpose

This corporation is organized exclusively for charitable and educational purposes within the meaning of section 501(c)(3), specifically, the operation of a public charter school, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

This corporation is not organized for profit, and no part of the net earnings of this corporation shall inure to the benefit of any member of the Board of Directors or any other individual except that this corporation may make payments of reasonable compensation for services rendered.

Article 4. Registered agent name and address

Laura Henning, 12853 W Broadleaf St., Boise, ID 83713

Article 5. Directors

The manner in which Directors shall be elected or appointed shall be provided in the By-Laws of the corporation. The names and addresses of the initial directors are:

Laura Henning, 12853 W Broadleaf St., Boise, ID 83713

Alan Mulligan, 2821 W. Grover St., Boise, ID 83705

Kristyn Carr Ptaszek, 5165 N. Riverfront Dr., Garden City, Idaho 83714

C211708

Article 6. Incorporators

Incorporator name and address:

Laura Henning, 12853 W Broadleaf St., Boise, ID 83713
Alan Mulligan, 2821 W. Grover St., Boise, ID 83705
Kristyn Carr Ptaszek, 5165 N. Riverfront Dr., Garden City, Idaho 83714

Article 7. Mailing address

The mailing address of the corporation shall be: 12853 W Broadleaf St., Boise, ID 83713

Article 8. Members

The corporation does not have voting members.

Article 9. Assets

In the event of dissolution or cessation of all activities of the corporation, all assets remaining after payment of any outstanding liabilities shall be distributed for one or more exempt purposes within the meaning of section 501c(3) of the Internal Revenue Code, or corresponding section of any future purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Signatures of all incorporators:

Printed Name: Laura Marie Henning

Signature: [Handwritten Signature]

Printed Name: Alan Mulligan

Signature: [Handwritten Signature]

Printed Name: Kristyn Carr Ptaszek

Signature: [Handwritten Signature]

IDAHO SECRETARY OF STATE
11/08/2016 05:00
CK:1490 CT:331025 BH:1554454
1@ 30.00 = 30.00 INC NONP #2
1@ 20.00 = 20.00 NON EXPEDI #3

C211708

BYLAWS

Peace Valley Charter School, Inc.
An Idaho Nonprofit Corporation and Public Charter School

ARTICLE I OFFICES

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho, as the Board of Directors shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

ARTICLE 2 NAME & PURPOSE

Section 2.1 Name

The name of the organization is Peace Valley Charter School, Inc., hereinafter referred to as the "Corporation".

Section 2.1 Purpose

The Corporation was formed to manage, operate, guide, direct and promote an Idaho Public Charter School. The Corporation is organized under the Idaho Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act found in the Idaho Code.

Section 3.3 Founders and Admission Preference

A "Founder" is defined as any person, including employees or staff of a public charter school, who make a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors. In addition, the Board shall determine in accordance with Idaho Code what admission preference, if any, shall be given to the child or children of a Founder.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board Role, Term, and Size

The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Administrator. The Board may also establish other councils (including a Faculty Council and a

Family Council) and committees to assist in the policy and operations of Peace Valley Charter School. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school. The Board shall consist of Directors elected for a four (4) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than thirteen (13) Directors.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the 'Public Charter Schools Act of 1998.' (I.C. § 33-5201 et. seq.).

Section 4.3 Terms

(a) Directors shall be elected to four (4) year terms of office.

(b) Each Director shall serve until their four (4) year term of office is completed or until the Director resigns or is removed in accordance with these bylaws.

Section 4.4 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the President or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the remaining Directors then in office.

Section 4.5 Vacancies and Election of Directors

In order to fill a vacancy of a Director, the Board will solicit applications from the school community or members of the community at large. The Board may then elect a candidate to fill the vacancy. Governing Board Members will be elected by the vote of a majority of the remaining members of the Board. Governing Board Members elected to fill the seats of Board members whose terms have expired shall be elected at the annual meeting of the Governing Board.

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, is removed, completes their term of service, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Section 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any fiscal year.

(c) Removal of a Director for one or more of the reasons listed in Section 4.5 (b) above may be initiated by any member of the Board. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in executive session, except where either the Board or the Director whose removal is sought

requests a public session. Where an executive session is held, the final action of the Board shall be taken in public.

(d) A vacancy on the Board shall be filled by a majority vote of the remaining Directors, even if less than a quorum. Each Director so elected shall hold office for a four (4) year term. A Director elected to fill a vacancy created by the death, resignation, or removal of a Director shall be elected to fill the unexpired term of his/her predecessor in office.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.6 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Clerk, Secretary or by a Director of the Corporation. The records of the Corporation shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the Corporation. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath: I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Peace Valley Charter School according to the best of my ability.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business in an amount to be established by the Board.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. All decisions shall be decided by a majority vote of the board members in attendance at a meeting, unless otherwise required by law.

Section 4.10 Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's

obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.12 Committees

The Board may create one (1) or more committees of the Board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee shall keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed. Committees are required to comply with the Idaho Open Meetings Law (Idaho Code §74-201, et seq.).

Section 4.13 Validity of Instruments

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President of the corporation. Any such instruments may be signed by any other Director(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

ARTICLE 5 BOARD MEETINGS

Section 5.1: Annual Meeting

The Governing Board of the corporation shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 5.2: Regular Meetings

Regular meetings will be held as often as the Governing Board determines is appropriate. Regular meetings of the Board, including the annual meeting, shall be held on such dates and at such times and places as may be from time to time fixed by the Board and in accordance with open meeting laws.

Section 5.3: Special Meetings.

Special meetings may be called by the President or by any two (2) Directors of the Board and held at any time in accordance with Section 5.4.

Section 5.4: Notice

Special meetings of the Board and regular meetings that are held other than at the regularly scheduled time or place may be held only after proper notice in compliance with Idaho Code §74-204.

Section 5.5 Meetings Open to the Public

Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

Section 5.6 Telecommunications Devices at Meetings

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided, however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.7 Meeting Agendas 5.7.1

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting; however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the President or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with the Peace Valley Charter School may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance. A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for an emergency meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.7.2

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Section 5.8 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or

physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.9 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting. Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.10 Executive Sessions

“Executive session” means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 74, Chapter 2 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the President, acting President or Vice President of the Board of the Corporation must move for holding of an executive session; 2) two-thirds (2/3) of the Directors of the Corporation must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source. Minutes of an executive session shall include a reference to the specific statutory subsection authorizing the executive session and sufficient detail to identify the purpose of the executive session without compromising the purpose for going into executive session.

Section 5.11 Meeting Conduct and Order of Business

Robert’s Rules of Order will be used as a guide at every meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

Section 5.12 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be President, Vice President, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by the Board and serve at the pleasure of the Board for a term of two years. Officers may be elected to the same office for multiple consecutive terms or may be elected to a different office. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2: Election

The officers of the corporation shall be chosen at the annual meeting of the Board by the Board and shall serve at the pleasure of the Board and shall hold their respective offices for the length of their current term until their resignation, removal or other disqualification from service, or until their respective successors shall be elected. Board members may serve as various officers during their term.

Section 6.3 President

The President is the general manager and chief executive officer of the Corporation and shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. The President shall sign all papers and documents as required by law and as authorized by action of the Board.

Section 6.4 Vice President

In the absence or disability of the President, the Vice President will perform all the duties of the President and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice President shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.5 Secretary

(a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information about all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.6 Treasurer

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.7 Removal

Any Officer may be removed for any reason, with or without cause, by a majority vote of the Directors then in office.

Section 6.8 Vacancies

A vacancy in any office because of death, resignation, removal, completion of term of service, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election to such office as they occur.

ARTICLE 7 Indemnification

Section 7.1: Indemnification of Governing Board Members and Corporation Agents

The corporation hereby declares that any person who serves at its request as a Governing Board Member, officer, employee, or member of any committee, or on behalf of the organization as a trustee, Governing Board Member, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article 7, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

Section 7.2: Indemnification Against Liability to the Corporation

No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article 7, Section 7.1. shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

Section 7.3: Indemnification of Criminal Actions

No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article 7, Section 7.1. shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

Section 7.4: Period of Indemnification

Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Governing Board Member, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

Section 7.5: Advances of Costs and Expenses

The corporation may pay costs and expenses incurred by a Governing Board Member, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

Section 7.6: Personal Liabilities of Governing Board Members and Officers

No Governing Board Member or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Governing Board Member or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

ARTICLE 8 CHARTER SCHOOL POLICY

Section 8.1 Adoption and Amendment of Policies

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and

regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading. Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner: 1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion. 2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy. Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken. All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption. Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

Section 8.2 Administration in Absence of Policy

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Administrator shall have the power to act. His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Administrator to inform the Board of such action and the need for policy.

Section 8.3 Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

Section 8.4 Policy Manuals

The Board of Directors shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.

Section 8.5 Administrative Procedures

The Administrator shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the Administrator shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Administrator may request prior Board approval.

ARTICLE 9 PUBLIC RECORDS REQUESTS

Section 9.1 Records Available to Public

Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Administrator or at a place designated by the Administrator.

Section 9.2 Written Records Request Required

All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.

Section 9.3 Copying Fee Schedule

The copying fee schedule of the Charter School is as follows: a) Copies of public records —10¢ per page and any media such as CDs, DVDs or oversized items at cost; b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if: (1) The request is for more than 100 pages of records; (2) The request includes non-public information that must be redacted from the public records; and/or (3) The labor associated with locating and copying the records exceeds two (2) hours. The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: (i) the inability to pay; or (ii) that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

Section 9.4 Response to Request for Examination of Public Records

The Charter School shall comply with Idaho Code section 74-101, et seq. when responding to requests to review public records.

ARTICLE 10 CONFLICTS OF INTEREST

Section 10.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School. The Corporation will fully comply with Idaho Code Title 74, Chapters 4 and 5.

Section 10.2 Contracts Involving a Person Related to a Director within the Second Degree

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the Director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

Section 10.3 Contracts Involving the Spouse of a Director

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such Board, the terms of which said contract require, or will require,

the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 10.4 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree

When any relative of any Director or relative of the spouse of a Director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

ARTICLE 11 FISCAL AFFAIRS

Section 11.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 12 NOTICES

Section 12.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 12.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 13 DISSOLUTION

Section 13.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 33-5212 of the Idaho Code and as required under the provisions of section 501c(3) of the Internal Revenue Code. The assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools.

ARTICLE 14 AMENDMENTS

Section 14.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until adopted. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Peace Valley Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on date:

Laura M. Henning

CONFLICT OF INTEREST DISCLOSURE STATEMENT

Preliminary note: To be more comprehensive, this statement of disclosure/questionnaire also requires you to provide information with respect to certain parties that are related to you. These persons are termed "affiliated persons" and include the following:

a. your spouse, domestic partner, child, mother, father, brother or sister; b. any corporation or organization of which you are a board member, an officer, a partner, participate in management or are employed by, or are, directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; and c. any trust or other estate in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

1. NAME OF EMPLOYEE OR BOARD MEMBER: (Please print)

2. CAPACITY: _____ board of directors _____ executive committee _____ officer

_____ committee member _____ staff (position): _____

3. Have you or any of your affiliated persons provided services or property to _____ in the past year? _____ YES _____ NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

4. Have you or any of your affiliated persons purchased services or property from _____ in the past year? _____ YES _____ NO

If yes, please describe the purchased services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

5. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which _____ was or is a party? _____ YES _____ NO

If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

6. Were you or any of your affiliated persons indebted to pay money to _____ at any time in the past year (other than travel advances or the like)? _____ YES _____ NO

If yes, please describe the indebtedness and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

7. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from _____ or as a result of your relationship with _____, that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to _____? _____YES _____NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

8. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving _____?

_____YES _____NO If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

9. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur in the future that you believe should be examined by Taos Mountain Charter School's board or a duly constituted committee thereof in accordance with the terms and intent of Peace Valley Charter School's conflict of interest policy? _____YES _____NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

I HERBY CONFIRM that I have read and understand Peace Valley Charter School's conflict of interest policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify Peace Valley Charter School Board of Trustees immediately.

Signature _____

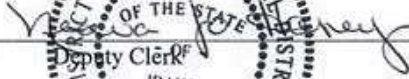
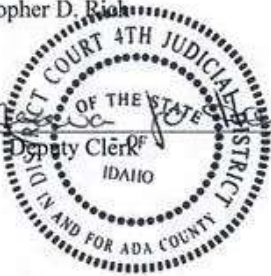
Date _____

Appendix B: Elector Signatures

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

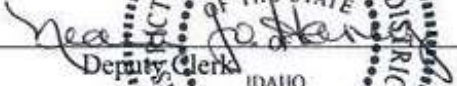

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 10 signatures on this petition are those of qualified electors.

Christopher D. Rich
By  

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 7 signatures on this petition are those of qualified electors.

Christopher D. Rich
By  

Appendix C: Charter Start 101 Workshop Certificates

All current Board Members attended SDE's Charter Start! Workshop on February 16 and 17, 2017. The newest Directors were added after the workshop took place. They plan to take any future SDE workshops available.

**Think Charter Schools
it's all about the students**



Certificate of Attendance

This certificate is awarded to

Laura Henning

**Charter Start! 101 Workshop
February 16 & 17, 2017**

Michelle Clement Taylor

School Choice Coordinator



**Think Charter Schools
it's all about the students**



Certificate of Attendance

This certificate is awarded to

Alan Mulligan

**Charter Start! 101 Workshop
February 16 & 17, 2017**

Michelle Clement Saylor
School Choice Coordinator



**Think Charter Schools
it's all about the students**



Certificate of Attendance

This certificate is awarded to

Kirstyn Carr

**Charter Start! 101 Workshop
February 16 & 17, 2017**

Michelle Clement Saylor
School Choice Coordinator



**Think Charter Schools
it's all about the students**



Certificate of Attendance

This certificate is awarded to

Karli Love

**Charter Start! 101 Workshop
February 16 & 17, 2017**

Michelle Clement Saylor
School Choice Coordinator



**Think Charter Schools
it's all about the students**



Certificate of Attendance

This certificate is awarded to

Eric McDonald

**Charter Start! 101 Workshop
February 16 & 17, 2017**

Michelle Clement Saylor
School Choice Coordinator



Appendix D: Attendance Area Map and Boundaries



The above image illustrates the proposed attendance boundaries. The attendance boundaries are as follows:

Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area.

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then turns southeast to follow W. Curling Dr. The boundary then turns briefly west to wind through Cashmere Rd., south onto N. Widden St., then east onto W. Highland View Dr. After the street turns into N. 15th St., the boundary turns southeast onto Hill Rd. After Hill Rd. changes to N. 13th St., the boundary will turn east onto W. Lemp St, then south briefly onto N. 8th St., then east again onto N. 7th St. The boundary will turn briefly east onto W. Alturas St. before turning south onto N. 6th St., then southeast onto W. Fort St. The road will change into E. Fort St., then turn southeast onto E. Jefferson St. This road will turn into E. McKinley St., then the boundary will briefly turn south into N. Maple Ave., then east onto Hillview Dr., then again onto Bacon Dr., then once again onto E. Warm Springs Ave. This road will change into E. Barber Dr., then the boundary will turn south onto N. Harris Ranch Rd, and then once again east onto E. Warm Springs Ave until connecting with Highway 21. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

Appendix E: Resumes, Founders, Code of Ethics and Conduct

LAURA HENNING

Role with school: Founder, Board President and potential Executive Director

Expertise: Entrepreneur, management, leadership, community outreach, leadership training and project management, public speaking, fluent in Spanish, conversant in French and lived in Peru for 9 years. I have experience developing and creating large projects as well starting and managing my own business. I have managed large teams of adults and worked with significantly sized budgets. I enjoy taking large ideas and making them a reality. I am comfortable working with small groups as well as giving presentations to thousands. I have been a High School teacher, and online University course facilitator, a paraprofessional counselor, and served on several national Boards and during my professional career and I worked with international NGOs in Peru. I founded a Waldorf school in Peru, El Colibri, and worked in many facets of development and administration.

Statement of Intent: My educational and career paths have wandered through many experiences building an understanding of educational theory, practice, and pedagogy. I am passionate about helping people young find and live their innate passions. Waldorf philosophy is a beautiful way to educate a young person. I first learned about Waldorf during my developmental psychology and philosophy studies at Seattle University. These early experiences compelled me to years of self-study on all facets of Anthroposophy and Waldorf Education. In 2013, my experiences in working with young people and adults in various settings gave me the foundation to help found and administer a private Waldorf School in Arequipa, Peru, where I had lived since 2008. I took online Waldorf certifications (in Spanish) and attended many local Waldorf instructional trainings. In June of 2016, I returned to my home state of Idaho, and I am committed to creating a Waldorf charter school in the Treasure. I want to provide this distinct, effective, nurturing form of educational choice to children of all socioeconomic backgrounds. I am committed to authentic educational experiences that preserve children's natural curiosity, imagination and wonder in the world while cultivating high-level thinking skills. I am also committed to leading by example as a lifelong learner and furthering my own education and training to be able to continue to effectively lead the school's formation and development process to ensure Peace Valley's long term success.

Not-for-Profit History: I have worked in the not-for-profit sphere for most of my professional career and volunteered for many Not-for-Profits. After my B.A, I was a founding member and instructor for the Institute on Character Development at Seattle University. I then spent many years working with teenagers and families where I developed, organized and implemented a multitude of programs, curriculum and activities for about 850 families and managed staff as Director of Youth in Redmond, WA. I worked as the Director of Youth Ministry for the Diocese of Boise for English and Spanish speaking communities where I was responsible for many large conferences, leadership trainings, and program oversight. I coordinated certification, assessment and educational formation of professionals and volunteers working for the Catholic Church in churches and schools. During these years, I was also Emcee and Keynote speaker for several adult and youth conferences in both Spanish and English. In my capacities at Bishop Kelly High School as the Service Learning Director and Classroom Teacher, I connected students to needs in the community on a regular basis and managed yearly service days and coordinated and lead Mexico Service Immersion Trip. I have always worked to serve people at home and abroad. In 2004, I was invited by Catholic Relief Services to Rwanda and served as a stateside delegate for understanding International Relief Efforts. I also served with the Morrison Center for Performing Arts and the Agency for New Americans between 2002-2007. For nearly a decade I lived in Peru and worked in many capacities with not-for-profit agencies working with street children,

teen mothers and other effects of poverty. These skills, along with the speaking, organizational, and intrapersonal skills I've developed are well suited to serve on the governing board of a charter school.

Employment History:

- 2016 to Present: Owner/Instructor Little Semillas Music Lingua,
 - Teacher Immersion Method_Spanish Language Classes for children.
- 2009 to Present, Telelangue Berlitz (France)
 - contracted online English Specialist to business professionals.
- 2013 to Present, Online Facilitator for Dayton University's VLCFF program
 - instruct adults working toward certification.
- 2011-2014 worked in various capacities at El Colibri Preschool and Kindergarten.
 - Founder, Administration, Nutrition Program, Family Council, Kinder support
- 2005-2008; Bishop Kelly High School as Director of Campus Ministry, Teacher and Service Learning and Missions Coordinator.
 - Classroom Instructor for Leadership Class, Scripture, Church History
 - Coordinated school-wide service learning program for all grades and a Job Fair
 - Directed all aspects of Campus Ministry, retreats, mentorship
- 2002-2005: Diocesan Director of Youth/Directora Pastoral Juvenil Hispana encompassing the State of Idaho.
 - Managed training and certification for professionals across the state in Spanish and English
 - Oversaw 3 yearly youth events 2000+ people each
 - Managed budget \$1 million + and services for statewide camps, programs, activities and training
- 1995-2002 Director of Youth for St. Jude's in Redmond, WA, 900 families.

Education:

Seattle University, Bachelor of Arts, Seattle University, Psychology with 28 credits in philosophy; summa cum laude

Master of Arts, Pastoral Studies; Seattle University, summa cum laude

References:

Pat Thomas, Catholic Diocese of Boise, keithnpat@aol.com

Molly Loayza, Theology Faculty Bishop Kelly High School mloayza@bk.org

Petition Contribution: Tab 1, Tab 2, Tab 3, Tab 4, Tab 5, Tab 10 and Appendix and General Editing

KRISTYN CARR PTASZEK

Role with School: Board Vice President

Expertise: Public sector project management, program management and administration, strategic planning, operations management, hiring and recruitment practices, stakeholder communication.

Statement of Intent: I sincerely believe in the ideals of public Waldorf education. As a Board Member, I am committed to using my management experience to support the complex undertaking of opening the school by helping plan and manage the execution of the project to make Peace Valley Charter School a reality. I look forward to applying my experience in public sector program oversight and accountability as a member of the governing board. As a parent, I am dedicated to making the nurturing academic environment to be offered at Peace Valley available to all families seeking an educational option to kindle creativity and passion for learning.

Not-for-Profit History: As a state government employee for over 18 years, I am familiar with many of the unique challenges involved in administration of government programs and expenditure of government funds.

Employment History:

Idaho Department of Labor 1998 to Present

- Over 19 years of experience in all aspects of Workforce Development including employment services for job seekers, workforce services for businesses, training programs for disadvantaged youth and adults, and unemployment insurance.
- Strong understanding of labor market information, career information resources
- Familiar with government programs and oversight role of councils/commissions
- Experienced in program and grant management and federal reporting requirements

Project Manager 2014-Present

- Managed numerous large, statewide projects related to strategic planning continuous improvement
- Currently managing the IdahoWorks electronic labor exchange platform as a member of a 10-state steering committee as well as the Idaho lead responsible for staff training, communication, and improvement of the system
- Experienced in program oversight and accountability for performance and reporting for federal grants.

Field Services Operations Manager 2009-2014

- Responsible for budgets, metrics, and technical guidance for all field offices statewide

Area Manager 2006-2009

- Oversaw 9 local office managers and their operations across southwest and south central Idaho

Local Office Manager, Meridian 2003-2006

- Managed 30 staff across multiple grants and programs
- Responsible for budgets, program performance, and reporting

Supervisor 2000-2003

- Supervised 9 staff responsible for processing unemployment claims

Workforce Consultant 1998-2000

- Provided services to help meet needs of job seekers and employers

Education: Bachelor of Arts, Psychology, University of California, Santa Barbara. Certified Global Career Development Facilitator.

Reference: Brian Sporleder, Idaho Department of Labor (Retired), Phone: 208-866-7693
Roy Valdez, Idaho Department of Labor, Deputy Director, Phone: 208-830-9947

Petition Contribution: Tab 8 Business Plan, as well as overall planning and review

DRAFT

ALAN MULLIGAN

Role with school: Board Secretary, Potential teacher candidate

Expertise: Idaho Certified Teacher (K-8), Versed in Waldorf Education

Statement of Intent: I am deeply humbled to have discovered “Waldorf Education” as it epitomizes the foundation for becoming a whole being and provides a path for parents and teachers to expand their awareness of the ever changing needs of children. As a potential teacher, my intent with Peace Valley is to embody the Core Principles of Public Waldorf Education in order to facilitate the developmental needs of students and parents in our community. As a founding board member, my intent is to contribute my dedication, attention to detail and background in leadership and education to set a solid foundation for the future of Peace Valley Charter School.

Not-For-Profit History: Previously involved in Waldorf initiative in Treasure Valley as a founding board member. In this group I took meeting minutes, contributed toward writing our school petition, and helped plan family events. I also worked as an organizer, planner, presenter and secretary of the board for a think tank here in Boise called Meeting of the Minds. In this group I wrote monthly newsletters, take board-meeting minutes and facilitate guided discussion around presented topics.

Employment History:

Employed by Element Fencing, LLC. since 2015. I am a project manager and foreman utilizing my skills as a carpenter and welder.

I also served 5 years (2005 - 2010) in the US Marines as a Flight Mechanic on KC-130’s, traveling to over 25 different countries and gaining valuable knowledge of cultures around the world

Education:

Bachelor of Arts, Education, Boise State University.

Public School Institute (grades 3 & 4), Rudolf Steiner College, Fair Oaks, CA.

Delegate, Resonance Science Foundation, www.Resonance.is.

References:

Brady Peck, Element Fencing, LLC (owner), Phone: (208) 631-2790

Joy Horseman, Hellerwork Practitioner, Life Coach (self-employed), Phone: (208) 473-0550

Petition Contribution: Tab 7 and parts of Tab 5, Enrollment and Admissions Procedures. Appendix D: Attendance Area Map and Boundaries, Appendix O: Board Ethical Standards

RUTH BUCKLIN

Role with school: Board Member and Potential Eurythmist and/or Pedagogical Director

Expertise: Lively teaching with able classroom management, Harmonious collegial working, capable writing and editing, six years' post-graduate training in Waldorf pedagogy, nearly twenty years' teaching experience.

Statement of Intent: As a teacher with long experience of the benefits of Waldorf education, I heartily support the founding of a sister school in Boise, a city with which I have strong familial and community ties. I will gladly serve in advisory capacity, as a volunteer, and potentially as a future employee of this endeavor.

Not-for-Profit History:

I have worked for more than six years total as a board member for two not-for-profit Waldorf schools, Camellia Waldorf, and Cedar Springs Waldorf School in Northern California, and have been employed by Camellia Waldorf school for the past decade. I worked for the University of California, Santa Barbara tutorial center from 1985-1988; I served on the board of directors for the Isla Vista Food Cooperative from 1984-1987, and I worked as a volunteer for the Santa Barbara Rape Crisis Center from 1982-1988.

Employment History:

Eurhythmy Teacher Camellia Waldorf School - Sacramento, CA. 2006 to Present

Teach once-weekly eurhythmy classes to preschool, kindergartens and grades 1-3. Teach twice-weekly eurhythmy classes to grades 4-8. Teach ensemble 'fairy tale' elective twice weekly, drawn from grades 6-8. Substitute for grades teachers at every level. Attend once-weekly faculty meetings; serve as faculty liaison to the school. Monthly board meetings, serve on the school's college of teachers (a steering committee concerned with pedagogical matters, meeting each week). Attend parent meetings as support for class teachers. Offer eurhythmy presentations to parent body. Assist with playground supervision. Mentor other teachers, in-house, on a rotating basis. Support lower grades with morning singing and flute playing. Teach maypole dances and sword dance to 6th and 8th grades for May Day. Organize and build the Winter (Advent) spiral. Emcee Spring and Winter concerts and Michaelmas Festival. Assist each class with its class play. In former years, taught junior and senior choir once weekly.

2006-2011 Eurhythmy teacher Rudolf Steiner College - Fair Oaks, CA

1995-2001 Foreign Language Teacher, Choir Teacher, Aftercare Coordinator
Cedar Springs Waldorf School - Placerville, CA

Education:

Eurhythmy Diploma from the Goetheanum : Eurhythmy, Rudolf Steiner College - Fair Oaks, CA

Diploma: Waldorf Teacher Training-Grades, Rudolf Steiner College - Fair Oaks, CA

Bachelor of Arts: English, University of California, Santa Barbara - Santa Barbara, CA

Petition Contribution: Tab 3 and overall document editing

References:

Jacqueline Cox, Teacher and College Chair, Camellia Waldorf School;

Tel:(916)548-5739, email: jjeecox@yahoo.com

Betsey Monnot, Board President, Camellia Waldorf School

email: betseymonnot@comcast.net

KARLI LOVE

Role with school: Board Treasurer

Expertise: Real Estate, Facilities and Development, Business Management, Communications and Public Relations

Statement of Intent:

It is my intent as Board Treasurer to accurately record and project the financial information that pertains to Peace Valley Charter School. As a Realtor, I am committed to finding the best possible option for a permanent location for the school. I intend to dedicate my time, knowledge, and skills to bring this school to fruition. I believe that our children and community will benefit greatly from this form of education and I look forward to the joy and happiness that this type of learning brings.

Not-for-Profit History: I founded and have run a non-profit company since 2009. During that time, I have managed the company, run the books and finances, planned events and fundraisers, created advertising and marketing materials, and gained experience in networking and public relations.

Employment History:

Owner and Director of Aspire Dance Company, 2009 - present

- Accounting, Purchasing, Accounts Payable/Receivable, Marketing, Fundraising, Event Planning, Management

Realtor for Boise Premier Real Estate, June 2015 - present

- Residential and commercial real estate, new construction, development, and land. Accounting, marketing, coordinating transactions

Title Officer and Real Estate Assistant for Eastern States Title from 2000-2009

- Title and land research, customer service, marketing, office work

Adjunct Faculty at Brigham Young University - Idaho from 2007-2009

- Prepare, teach and assess students at the collegiate level in objective and subjective areas to provide a quality education.

Education:

B.A. in Psychology from Brigham Young University - Idaho,
A.S. in Nursing (RN) from Brigham Young - Idaho

References:

Brett Hughes - Broker at Boise Premier Real Estate (208) 484-2156

Jennifer Wadsworth - Professor of Dance at Southern Idaho University (208) 360-6255

Petition Contribution: Financials and Facilities

ERIC MCDONALD

Role with school: Board Information Technology Director

Expertise: Information Technology, Communications, Public Relations, Project Management, Spanish

Statement of Intent: As a parent, I place a high value on the education of my children. I have seen that the Waldorf curriculum goes beyond simply teaching children into nurturing their developing minds and cultivating an attitude that empowers them to become creative life-learners. I have seen first-hand the value of this education model in California, and I am eager see it employed here as well. My role on the board is to handle the technical logistics of compiling data from different sources, establish and maintain a database of interested parties and hours contributed, as well as advise as Information Technology subject matter expert. I am to use the skills and knowledge that I have gained in the fields of communications and technology to provide the Waldorf education experience to children in the Treasure Valley. By so doing, I know that the children, parents, and community will all benefit.

Not-for-Profit History:

Nine years' employment with the State of California
Boy Scouts of America scoutmaster
PTA member of Golden Valley Charter School in California

Employment History

Hewlett Packard Enterprise 2016-present

- Direct nationally dispersed team, work as liaison with local management
- Assist in the development of workload distribution tool to improve efficiency

Idaho Power Company 2015-2016

- Performed regular division ticket audits to ensure compliance and quality service
- Developed a ticket-analysis spreadsheet to expedite ticket review by over 500%
- Recommended and implemented multiple efficiency improvements

Department of Health Care Services 2012-2015

- Established and maintained team SharePoint site
- Successfully designed and executed multiple short and long-term projects
- Provided high-level technical support for tablet and mobile devices (all iOS)
- Protected user data through encryption management, antivirus software use and management, and backing up and restoring user data, and change control
- Devised technical documentation for and trained IT staff of multiple levels

Unemployment Insurance Appeals Board 2009-2012

- Led and trained a team of five technicians to drastically slash ticket count and reduce call duration by 60%
- Resolved thousands of first and second-level technical issues for PC, IP phones, and other hardware / software items directly, remotely, and with Active Directory
- Provided technical support for voice, data, and audio technology
- Devised all Information Technology process documentation for policy and procedures in MS Visio and MS Word
- Reimaging and deploying laptops and desktop workstations statewide

California Children and Families Commission

2006-2009

- Direct first-level technical support for all staff
- Developed all position procedural documentation, including a facility emergency plan
- Established and maintained multiple Access databases for tracking contracts, purchase orders, and other financial items.

Education: Brigham Young University - Bachelors of Arts - Public Relations

References:

Jarrod Culver - former manager 3 years - State of California - 916-440-7199

Annie Bosque - Waldorf teacher / leader - Golden Valley Charter School - 916-337-1033

Petition Contribution: Tab 6 Student Handbook, Document Formatting, Editing, Compilation

DRAFT

Meir Cabaltera

Role with school: Facilities Oversight

Meir Cabaltera brings to the team over 11 years of experience in capital construction project delivery, from construction project management to design-build preconstruction to project development. With management experience within both the General Contracting and Owner/Developer roles, his support with PVCS includes the following:

- Assist in site selection and further feasibility diligence
- Developing the capital and operating expenditures budget as it relates to facility construction and operations
- Developing and managing the project plans as it specifically relates to the development and construction of the facilities
- Selecting and managing the Architectural/Engineering/Construction team from master planning through permitting to construction completion and tenant move-in.
- Long-term planning for future facility expansions and upgrades.

Expertise:

- Project management professional with 11 years of experience in preconstruction, construction management, and development.
- Experience managing scope, schedule, cost, and risk in medical, commercial, government, education, and structural steel projects (over \$400M total volume in design-build, negotiated, and hard bid delivery).
- Process and workflow fanatic, constantly seeking to find inefficiencies and optimize deliverable-driven processes.
- Interests in high-performance building and project execution methodologies.
- Professional vision – deliver efficient and really cool work without driving my wife and daughter crazy.

WORK EXPERIENCE

May 2016 – Present *Development Project Manager / Owner's Representative*

Clenera Renewable Energy LLC Boise, ID

- Developer-side construction project management for over \$400M portfolio in utility scale renewable energy projects, successfully leading teams of construction management and design build resources toward building over 250+ mega-watts of electric power generation.
- Successfully executed and managed project development activities for the \$400M project portfolio, including site acquisitions, permitting, pre-construction, and due diligence prior to funding / tax equity closings.
- Introduced systemic waterfall project management methodologies along with agile-like tools to the company's project delivery methods, integrating improved scheduling and risk-management processes to its Project Management Information System.

October 2012– May 2016 *Pre-Construction Manager*

Steed Construction, Inc. Eagle, ID

- Leadership and management over all Pre-Construction and Estimating resources (Junior/Senior Estimators, BIM Specialists, 3rd Party Designers) providing Design Build management, BIM/Virtual Design-Construction (VDC), and competitive bidding services.
- Successfully managed pre-construction and design-build/design-assist activities for commercial/industrial real estate developers and owners. Notable projects include the Hyatt Place Boise Downtown, Boise VA Building 67 Intensive Care Unit expansion, the Idaho Food Bank distribution center in Lewiston, ID, Special Olympics of Idaho in Boise, and the Challenger Schools portfolio of projects.
- Competitive bidding and estimating for commercial, industrial, and institutional construction projects. First-hand experience and handling with construction costs, means and methods, and market trends.
- Built from paper electronic-based estimating tools and processes using Excel VBA/Power Query, OneDrive, SmartBidNet, and BlueBeam Revu, dramatically modernizing the company's Estimating department to respond to both Design-Build and Competitive Bidding needs.

May 2010 – September 2012

Project Engineer

Steed Construction, Inc. Eagle, ID

- Managed project activities, scopes of work, and mitigated risk from pre-construction through on-site construction for commercial, government, education, and biomedical projects. Clients included Challenger Schools, Idaho National Labs, Planet Fitness, and Grifols Biomedical.
- Developed RFP responses for government and institutional clients, with teams of estimators and project managers.
- Refined the company's coordination & change management workflow within Primavera Contract Manager to quickly add hundreds of submittals, RFI, and change items to the system in bulk, improving efficiency by saving manhours in manual data entry.

May 2006 – April 2010

Project Manager

Gayle Manufacturing Company (GMC) Nampa, ID

- Work included structural and architectural steel projects for John Muir Medical Centers, California State University, Crocker Art Museum, and other commercial, medical, industrial, and institutional clients
- Identified, mitigated, and managed risks to production time and costs in shop fabrication and field erection processes for heavy structural steel construction projects.
- Designed value engineering and fabrication/erection-efficient options to structural steel designs.
- Directed shop drawing activities with drafters and detailers; optimized structural steel fabrication with shop floor foremen; coordinated steel erection with subcontract steel erectors.

NOTABLE AND RELATED PROJECTS

Grand View Solar – Grand View, ID

Commercial Operation Date – December 2017
MWAC-108MWDC

Approx. Size – \$180 Million / 80

- Largest PV-Array solar energy generating facility in the state of Idaho.
- Scope included BYD Modules on NexTracker racking, with Power Electronic inverters feeding toward two different switching configurations (138kV Substation, 34.5kV switchyard).
- Utility Offtake – Idaho Power Company Primary EPC – Swinerton Builders

Challenger Berryessa Campus Expansion

Substantial Completion Date – August 2012 Approx. Size – \$3.0 Million

- Significant site improvement and expansion on existing 2-acre 1950's elementary school campus to include demolition of existing classroom buildings, addition of (9) new portable structures, addition of new student driveway/drop-off area, interior remodels of existing administration offices, and tenant improvement of a regional office building to include new computer labs.
- Work was completed in 68 calendar days starting in June 2012, before Fall Semester and student orientation/registration. This averted substantial cost impacts to the Owner due to potential lost student enrollment revenue and state-mandated commissioning impacts.
- Owner – Challenger Schools, Inc. Architect – Habitec Architecture California

Hyatt Place Hotel – Boise, ID

Anticipated Completion Date – Spring 2017

Approx. Size – \$12.9 Million

- Design Project Management, Estimating, and Virtual Design/Construction support for new 5-story, 93,000 SF, 150 room hotel in Downtown Boise.
- Managed internal estimating resources, external design engineers, and subcontract specialty trades during the design/pricing development of the project.
- Owner/Client – PEG Development

Boise Department of Veteran Affairs – Building 67 ICU Expansion

Substantial Completion Date – Summer 2016

Approx. Size – \$8.7 Million

- Virtual Design/Construction support for the Mechanical, Electrical, Plumbing, Fire, Protection, and Medical Gas scopes of work for 45,000 SF remodel/expansion on an existing, active VA hospital.
- Managed internal project engineering and construction modeling resources, including the budget for preconstruction services. Coordinated subcontractor time and resources to solve construction conflicts/issues before construction began.
- Owner – Boise Department of Veteran Affairs Client – US Trust Construction

Challenger Regional Office – San Jose, CA

Substantial Completion Date – July 2011

Approx. Size – \$3.5 Million

- Significant site improvement and expansion on existing 2-acre 1950's elementary school campus to include demolition of existing classroom buildings, addition of (9) new portable structures, addition of new student driveway/drop-off area, interior remodels of existing

administration offices, and tenant improvement of a regional office building to include new computer labs.

- New 17,000 square-foot two-story office building with basement, serving as the main office for the Challenger School campuses in Northern California.
- Hybrid structural steel/wood framed building with seismic-reinforced concrete basement; scope of work included landscaping/site improvements, metal roof with TPO mechanical well, and electrical/utility tie-ins to existing campus adjacent to project.
- Owner – Challenger Schools, Inc. Architect – Habitec Architecture California

California State University-Sacramento Recreation & Wellness Center - Sacramento, CA

Completion of Steel Erection: May 2009

Approx. Size Steel – \$4.5 Million

- Significant site improvement and expansion on existing 2-acre 1950's elementary school campus to include demolition of existing classroom buildings, addition of (9) new portable structures, addition of new student driveway/drop-off area, interior remodels of existing administration offices, and tenant improvement of a regional office building to include new computer labs.
- New 2-Story Gym and Wellness Center for California DSA secondary school.
- Building encompasses 134,000 square-foot with 1,100 tons of structural steel involving Buckling-Restrained Braces (BRB's), long-span roof trusses, and a cantilevered, rod-suspended indoor running track.
- General Contractor – McCarthy Building Companies, Inc. Architect – Hornberger & Worstell. Engineer – Forell/Elsesser Engineers, Inc.

SKILLS AND KNOWLEDGE BASE

- Data management and manipulation using extensive Microsoft Excel experience with VBA programming and Business Analytics/Power Queries (13 years)
- Project Management Information Systems with QuickBase, Primavera Contract Manager, Asana, ProCore, OneNote, and custom platforms (9 years)
- Critical-Path Method Scheduling via Microsoft Project, paper-and-pencil, and other platforms (8 years).
- Building Information Management experience using Revit, QTO, and Navisworks (4 years)
- Schematic Design using AutoCAD (13 years), Revit and Sketchup (4 years)
- Cost estimating with Excel, WinEst, and others for conceptual budgeting, cost database management, and quantification (2 years)
- BlueBeam Revu for electronic document review and quantification (5 years)
- Microsoft Word, Outlook, PowerPoint (13 years)

EDUCATION

- BS Mechanical Engineering, December 2006 - Boise State University
- Certificate in Construction Management, March 2009 – Boise State University
- OSHA 30-Hr Certified, November 2011
- Accredited LEED AP BD+C, January 2012
- Project Management Professional (PMP), August 2014

Jo Burgoon

Role with school: Marketing, Fundraising, Finance

Expertise/Areas of specialty

Sales	Customer Retention
Leadership	Developing Relationships
Customer Service	Motivation
Management	Data Analysis
Teamwork	Computer Applications
Organization	Coaching
Interpersonal Communication	Connecting
Attention to Detail	

Experience

Ventura Foods – Director of Concession Sales

May 2008 to present (Ventura Foods acquired Odell's in 2013)

- Leadership resulting in annual sales growth from \$20 million to over \$50 million
- Responsible for purchase of 50 million pounds of product annually
- Move 100% of sales through business to business distribution channels
- Manage sales representatives and customer service nationwide
- Supported cross-functional retail sales into specialty and natural food grocers
- Earned the 2016 Customer Excellence Sales Performance in Field Foodservice Award, an achievement based on the maintenance and growth of margins and volume, in a group of 50+ sales representatives
- Work with senior leadership directly to reach strategic goals
- Prepare marketing plan with a \$80,000 budget each year
- Foster a plan with customers to buy edible oils and clarified butter via commodity markets when appropriate
- Strategically develop complex delivered pricing model derived from several suppliers to several distribution points
- Facilitate sales with brokers, distributors, and end users
- Coordinate, attend, and entertain customers at tradeshow and other customer-related events
- Oversaw Odell's brand integration into Ventura Foods after acquisition
- Implement a positive, solution-based approach to customer service that rejected a fear of failure
- Gain, maintain, and build relationships with customers
- Cultivate relationships with our co-manufacturers
- Direct quoting opportunities for new and existing customers
- Supervise the oil contracting process and manage contracts thereafter
- Handle high level issues that arise with distributors and end users

Efficient Forms – Marketing Manager September 2007 to May 2008

- Contributed to preparation of and implementation of annual marketing plan
- Built the CollegeZapps brand from the ground up with limited resources

Cinema Scene Marketing – Sales Manager

May 2006 to August 2007

- Responsible for sales of promotional materials in eastern U.S. region

Institution Solutions – Marketing

January 2005 to May 2006

- Designed and distributed direct mail materials to credit union members

Education

Master of Business Administration

Sustainability;

Green Mountain College;

Expected Graduation Date May 2018

Master of Education

Community Health;

University of Kansas; 2003

Bachelor of Science

Sports Marketing and Management;

Baker University; 2001

Cum Laude

Jacquelyn R. Hopper

Role with School: Board Member – Governance Support, Community Outreach, Finance

Employment

2014- Present Roman Catholic Diocese of Boise, Boise Idaho

Director of Religious Education and Catechetical Leadership

- ◆ Responsible for developing certification standards and educational opportunities for parish and school educational leaders and teachers throughout Idaho. Develop curriculum for grades preschool through adult for specific areas of faith, social justice and leadership education.

**2014- Present 2014 Idaho School Boards Association
Contract Trainer**

- ◆ Develop and deliver training for the school boards across Idaho as requested.

**2012-2014 Idaho School Boards Association
Director of Training**

- ◆ Responsible for the overall training program for the school boards across Idaho. Developed and delivered trainings in the areas of strategic planning, fiscal responsibility, superintendent evaluation, Robert's Rules for small boards, servant leadership, best practices for meetings, open meeting law, ethics of board members and more.

**2007- 2014 Cathedral of St. John the Evangelist
Boise, Idaho, Director of Faith Formation**

- ◆ Responsible for the overall educational direction of the Cathedral Community and bringing together the Spanish and English Speaking communities. Conducts workshops, retreats, training days for both adult and youth community. Serves as the event coordinator for whole community events. Responsible for the religious education of children from infancy to grade six. Trains, evaluates and supervises a staff of twenty five volunteers in the Children Ministry Program.

**1999 – 2007 Risen Christ Catholic Community
Boise, Idaho Director of Faith Formation**

- ◆ Responsible for recruiting, training, observing and supporting adult staff working in the education program for grades pre-K through 12th grade. Plan and implement quarterly events for entire parish community

**1999-2001 Roman Catholic Diocese of Boise Boise, Idaho
Events Planner**

- ◆ Designed, implemented the annual adult and youth conferences. Recruited volunteer staff of over 100 people to help carry out the details of these weekend long events. Planned and coordinated the Statewide Jubilee celebration which gathered over 10,000.

1999 – 2000 Saint Mary’s Catholic Community Caldwell, Idaho

Co-coordinator of Children’s Ministry Program

- ◆ Responsible for recruiting, training, observing and supporting the adults working in the afternoon religious education program for youth in grades 1-6. Designed and implemented the hands-on/active curriculum component.

**1998-2004 Silver-Burdett-Ginn United States
National Speaker and Sales Representative**

- ◆ Served as General Workshop Speaker, Keynote Speaker and Formation Trainer for the Religious division of SBG. Responsible for the northwest sales territory. Set up and conducted sales kiosk at national conferences in United States

**1990 – 1996 Roman Catholic Diocese of Boise Boise, Idaho
Coordinator of Youth Ministry**

- ◆ Responsible for evaluating recommending curriculum, retreat programs and other methodology used in the field of youth ministry. Enforced diocesan standards for texts and other theological resources. Assisted parishes with the recruitment, training and nourishing of staff. Planned, coordinated annual youth convention. Planned, implemented annual adult conference. Planned and implemented pilgrimage to celebrate World Youth Day as well as rally, housing, food and transportation of youth and adults which gathered over 3000 people.

**1984-1990 Saint Mary’s Community Caldwell, Idaho
Director of Youth Ministry**

- ◆ Conducted biannual needs assessment. Evaluated and implemented annual curriculum for grades 7-12. Recruited, trained and enriched volunteer team of 15-20 people. Planned and held annual retreats for all grade levels. Planned and implemented annual adult/parent education series. Recruited and trained council of youth to be able to put on various programs and activities for their peers. Counseled young people. Did risk assessment on youth at risk and responded to crisis situations. Worked with a staff of seven people to carry out the day to day functions of parish life.

**1984-1887 Holly Care Nursing Home Nampa, Idaho
Licensed Practical Nurse, Charge Nurse**

- ◆ Responsible for the total health care of the clients. Oversaw staffing needs and training of health aids. Dispensed medicine and other elements of patient care. Provided end of life counseling for families.

**1983 –1985 Terry Reilly Health Clinics Nampa, Idaho
Licensed Practical Nurse**

◆ Worked in Nampa teen pregnancy clinic. Served as on call and vacation replacement for all clinics in chain. Contracted to Marsing Civilian Conservation Job Corps to manage the infirmary for 200 boys. In this position I also did counseling and health screening examinations

Volunteer experience

- NCCL Board of Directors Member 2016- Present
- Chairman Membership Committee NCCL 2015- Present
- Chairman, Region 3. Idaho School Board Association 2010 – 2012
- Vice Chairman of Caldwell School District #132 2010 – 2011
- Trustee, Caldwell School District #132 2007 – 2011
- Vice Chairman Lambda Sigma Chapter of Delta Mu Delta University of Phoenix, Meridian Campus. 2009- 2011
- Vice Chairman, Lay Ecclesial Ministry Council 2005-2010
- Co-chairperson of Western Canyon Youth and Family Coalition, 1999-2000. Designing the community's adult education program
- Member of the Caldwell DARE/PAL organization 1999 – present Served as registrar for the Idaho Youth Fest, a gathering of 600+ youth to participate in various athletic events
- Member of the Southwest District HIV/AIDS Prevention Council, Representative to the Idaho Prevention Planning Group 1997- 2007
- Chairperson, Region XII Youth Ministry 5 years
- Board of Director, National Federation of Youth ministry 4 years. Assisted with writing a retreat program for diocesan directors that were in ministry for 5+ years. Oversaw hiring process of Executive Director.
- Chairperson, Justice and Peace committee of the NFCYM 2 years Wrote and implemented a national retreat program to foster a multicultural awareness for high school students

Education

- University of Phoenix, Masters of Business Administration 2012
- University of Phoenix, Bachelors of Science, Business Management 2010
- Saint Mary of the Woods, Certification in Pastoral Theology, Terra Haute Indiana. 2006
- Boise State University, Secondary Education, major certification in biology, minor certification in chemistry, senior status
- Practical Nursing Licensure, Caldwell School District #132 Caldwell, Idaho 1983
- University of Portland, Certification in Youth Ministries, The Dalles Oregon, 1988

Contributing Founders

- **Shelly Henrikson** - BS in Elementary Education (University of Idaho); international teaching experience. Education Committee
- **Brent Thomas** - Web Developer at Idaho Fish & Game , Technology Committee
- **Aaron Ptaszek** - Server Systems Administrator at WinCo, Technology Committee
- **Kristin Wood Hasselblad** - Owner-Operator at EvenStar Farm, Finance Committee
- **Issac Hasselblad** – Owner Hasselblad Lumber, Potential Governing Board Member
- **Emily Nielson**- Owner, Lively Balance Wellness Coaching, Waldorf Spanish Teacher, potential Spanish Teacher
- **Melinda Voicu**- Early Childhood and Education Committee

Community Contributors

- **Connie Davis**- Realtor, Serves on Marketing Committee
- **Rachel Dykstra** CPA, PFS – Finance Committee, Local CPA, no potential children to attend PVCS
- **Bryan Escobedo**, Marketing Professional and Writer, Red Sky: A Strategic Communication Agency, Chair of Marketing Committee.
- **Belen Guillen** - Owner and Head Teacher Acuarelas Spanish Preschool and Daycare, potential Spanish Immersion Kinder Teacher

Education Committee Members

- **Colleen Matthews** – speech-language pathologist, has worked as a school SLP for 9 years, and a teacher for 6 years prior.
- **Becky Morgan** – (Has 19 years of education experience k-8, taught 4th/5th grades at Foothills School, was the Educational Director of the Boise Urban Garden School and currently teaches at the Children's School. She has a Master's in humane education and is potential grades teacher)
- **Stephanie Crowley** – (Full day Kindergarten Teacher, Idaho Arts Academy 12 years experience. Currently taking Gradalis Teacher Certification training).
- **Anne Kinney**- Education Committee (Teacher for 12+ years in Middleton Schools), potential grades teacher

Early Childhood and Afterschool Enrichment Team

- **Matt Mortensen**- Waldorf trained, experience in Games teacher, preschool, summer camps and before and after school care programs.
- **Belladonia Mortensen** – 28 years experience with children. Experience with children with special needs. Preschool Teacher, 16 years as Nutritional Therapist and Waldorf Early Childhood Education
- **Melinda Voicu** – Forest School Model and Family Connection to Waldorf in Germany
- **Belen Guillen** - Owner and Head Teacher Acuarelas Spanish Preschool and Daycare, potential Spanish Immersion Kinder Teacher

Peace Valley Founders

“Founders” is defined as those who materially contribute to the school, and is further defined by Peace Valley as those who committed to supporting Peace Valley who are named below and have completed 250 hours of service per family before the date of the first school lottery. Hours are kept via an online reporting form and certified by the Governing Board. Stepchildren are not considered eligible for founder status.

Eligible Families

Richard Zavaleta and Laura Henning
Eric McDonald and Merrilee McCombs McDonald
Kristyn and Aaron Ptaszek
Alan and Julia Mulligan
Isaac Hasselblad and Kristin Wood Hasselblad
Shelly Henrikson and Brent Thomas
Melinda Voicu
Matthew and Belladonia Mortenson
Carolina Gutierrez
Jo Burgoon and Evan Lynam

DRAFT

Peace Valley Charter School Board of Directors Code of Ethics and Conduct

The Board of Directors of Peace Valley Charter School, recognizing their role as overseers of public education, by subscribing below, do commit to the following Code of Ethics and Conduct.

I. Governance Practices

1. The Board's function is the provision of education and the Board shall strive to maintain a balance between fiscal responsibility and accountability for results.
2. No Member of the Board has individual authority.
3. Board decisions can only be transacted at official Board meetings.
4. Each Board member should freely ask questions and give opinions and know that this involvement is valued and important.
5. Once the majority of the Board makes a decision in good faith, it is the decision of the Board.
6. Board members should support cohesiveness in the school's culture and not speak against any final decision that was reached in good faith.
7. Board member shall respect and encourage the expression of opinion by all Board members; listen fairly to individual opinions and work in a spirit of harmony despite differences.
8. The Board will respect the autonomy of the administrator in making daily operational decision subject to the policy making and supervisory authority of the Board.

II. Policy Development


1. The Board will determine the necessary policies for the governance of the school after full discussion and opportunity for public comment in accordance with Idaho's open meeting laws.
2. The Board will uphold and promote policies of the Board subject to periodic review to ensure effectiveness and alignment with applicable laws, rules and regulations.

III. Fiscal and Operational Oversight

1. The Board is responsible for the financial health of Peace Valley Charter School.
2. Funds and resources will be managed responsibly to promote the school's mission vision and educational program goals.
3. The Board will support fundraising activities as deemed necessary and appropriate by the Board.
4. Financial practices and procedures will be accurate, transparent and consistent will all applicable laws, rules and regulations.

IV. Board Conduct

1. All meetings shall be conducted in accordance with applicable bylaws, laws, rules and regulations.
2. The Board shall diligently seek to uphold all other applicable federal and state laws and local ordinances.
3. The Board shall act to protect the civil and human rights of all members of the school community and shall protect whistleblowers in accordance with the requirements of applicable law.
4. The Board shall respect the confidentiality of information that is privileged, including all non-public session discussions.
5. All Board members shall refrain from receiving any compensation, gifts or remuneration of any kind that would give rise to a conflict of interest and shall at all times conduct themselves in a manner consistent with the requirements of the Conflict of Interest Policy.



Appendix F: Contract, Leases, Agreements



DRAFT



Service Agreement

WHEREAS Peace Valley Charter School (Peace Valley) desires to engage Red Apple Financial (Red Apple) to provide business and accounting services to its charter school located in Boise, Idaho;

WHEREAS Red Apple desires to set forth the terms and conditions of the services that will be provided;

THEREFORE, both parties understand and agree to be bound by the following:

1. **Scope.** Since it is not possible or practical to memorialize a complete listing of all of the specific services that Red Apple will provide to PEACE VALLEY within this writing, this document will outline the general scope of services included as part of the Service Agreement.
2. **Services.** Red Apple will serve as the Business Manager of PEACE VALLEY. In addition to the services listed below, Red Apple may perform other duties as required to meet the changing business needs of the school. It is contemplated that the following services will fall within the scope of this Service Agreement:
 - a. Accounts Payable and Receivable
 - b. Program Accounting and Tracking
 - c. Cash Management, Reconciliation and Analysis
 - d. Annual Budget Development, Monitoring and Analysis
 - e. Reporting – Internal, Idaho, Federal and IRS
 - f. Provide accounting, financial and budget support to school administration
 - g. Risk Management
 - h. Compliance – Charter Promises, Authorizer, Federal and IRS
 - i. Audit Oversight
 - j. Payroll
 - k. Payroll and HR Reporting – State, Federal and IRS
 - l. Restricted funds
 - m. Employee Benefits Administration
 - n. General Consulting – Fiscal Policy, Financial Analysis, etc.
 - o. General accounting and record keeping in accordance with Generally Accepted Governmental Accounting Standards and consistent with the needs of school leadership.
 - p. Implementation of automated payroll, accounting and reporting systems.
3. **Training and Advocacy.** As requested, Red Apple may provide financial training to school administration or Board Members.
4. **General Consulting.** With its access to data and fiscal policies from other successful public charter schools, Red Apple may provide general consulting, analysis and comparisons to improve PEACE VALLEY's overall financial health.

Helping Charter Schools Succeed!

5. **Meetings** Red Apple will attend Board Meetings and Finance Meetings as invited.
6. **Start-up Fee** There will be a one-time fee of \$12,000 associated with services provided in the start-up year of PEACE VALLEY. One half of the fee will be due and payable December 1, 2017 (pending the receipt of sufficient start-up funding) and the final half will be due and payable August 1, 2018. In the event the school is unable to budget for the Setup Fee, Red Apple will allow the school to amortize the fee over the first year of operations, beginning August 1, 2018. In the unlikely event the school does not receive its charter approval from the State, there will be no fee.
7. **Term** This Service Agreement shall commence on the date mutually signed by the parties below and shall continue for a period of two (2) year, unless terminated as referenced in Section 9 below
8. **Ongoing Fees** PEACE VALLEY agrees to pay an ongoing monthly fee to Red Apple for the scope of services described herein. The monthly fee, unless otherwise changed by the parties is set forth below based on student enrollment, which fee shall be paid to Red Apple on the 1st day of each month through electronic draft beginning August 1, 2018

	<u>Monthly Fee</u>
0 to 300 students	\$4,000
300 to 400 students	\$4,500
400 to 500 students	\$5,000
500+	\$5,500

9. **Contract Amendment** The parties agree that this contract constitutes the full and complete agreement between the parties and may only be amended by mutual written agreement of the parties. The parties further agree that this agreement may be terminated by either party, for any reason or for no reason, by providing 60 days prior written notice to the other party. In such event, the parties will no longer have any further obligations under this agreement, and agree to cooperate in good faith in dissolving their business relationship.
10. **Indemnification** Both Red Apple and PEACE VALLEY agree to indemnify each other from any liability that may result from their respective actions. Such indemnification is to be secured by separate liability insurance policies of the respective parties.
11. **Cause or Action** In the event of any cause or action against either party, both agree to make a good faith effort to work together to obtain a resolution satisfactory to both parties.

Memorandum of Understanding

Peace Valley Charter School

Boise, Idaho

September 11, 2017

Dear Peace Valley Board,

Giza Development is interested in providing land and facility build to suit lease for Peace Valley Charter School. We understand this proposal and project will happen in two phases with the first phase consisting of a land purchase, horizontal infrastructure, and temporary facilities. The second phase will consist the vertical construction of a facility will happen in two years from now.

Giza Development will draw on its expertise to identify a site conducive for a school use, entitle the property with the local municipality, facilitate the design with the architect and engineers, and engage the contractor to build the project. Our proposal enables schools to immediately furnish and begin teaching in the classrooms with our turn key solutions.

Below is an outline of our cost proposal. We look forward to working with you on this project.

Sincerely,

Michael Wright, President

Cost Proposal

320 Students

Cost is submitted based on the following:

Total Finished Square Feet	38,000 sf
Total Building cost (construction only)	TBD based on finished design
Lease Commencement:	September 1, 2018
Land Price:	TBD upon final selection
Total Land Size	5 Acres
Total Estimated Costs	
Initial Proposed Monthly Rent:	Based on 9.5% of total project costs
Annual Lease Escalations:	2.5%
Term of Lease:	20 years
Option to Purchase:	
Purchase Price years 4 and 5:	8.5% cap on the annual lease rate at purchase.

*Included in the construction costs:

\$120,000 Landscaping Allowance

\$80,000 Kitchen Allowance

\$9,000 Outdoor Sign

175,000 General Conditions Costs

We propose a wood frame building with either metal panel or stucco exterior with design features at the entrances and roof lines.

Also included are data wiring, sound system in gym, and security.

The budget does not include FF&E, phone system, white boards or projectors; however, landlord is willing to carry them if needed.

**Land price could adjust based on actual site secured.

DRAFT

Letter of Intent

Ruth Bucklin
8704 Bluff Lane
Fair Oaks CA 95628
2/28/2017

To the Peace Valley Governing Board-

I am in full support of Peace Valley Charter School's endeavor to found a school in the Boise area, and pledge to contribute \$5000.00 in the event of the authorization of their Charter Petition.

Sincerely,

Ruth Bucklin

Ruth Bucklin

DRAFT

Letter of Intent of Financial Support

July 16, 2017

To whom it may concern:

We are fully in support of Peace Valley Charter's efforts and would like to pledge our financial support. It is our intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. We pledge our support in the amount of \$3,000.00

Sincerely,

Isaac and Kristin Hasselblad
3439 Shadow Hills Dr.
Eagle, ID 83616

DRAFT

Letter of Intent

June 30, 2017

Laura Henning
Richard Zavaleta
12853 W. Broadleaf St
Boise, ID 83713

To whom it may concern,

My husband Richard and I are in full support of Peace Valley Charter. It is our intention to pledge \$5,000 towards its pre-opening expenses once it receives state authorization.

Sincerely,

A handwritten signature in black ink that reads "Laura M. Henning". The signature is written in a cursive style with a large initial 'L' and 'H'. A large, light gray watermark reading "DRAFT" is visible in the background, oriented diagonally from the top right to the bottom left.

Laura Henning

July 15, 2017

To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$5,000.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jo Burgoon', with a long horizontal flourish extending to the right.

Jo Burgoon
736 N. Locust St.
Boise, ID 83712

DRY

Letter of Intent for Peace Valley

July 15, 2017

To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$10,000.

Sincerely,

A handwritten signature in cursive script that reads "Merrilee McDonald". The signature is written in black ink on a light-colored background.

Eric and Merrilee McDonald
5370 S. Laramie Pl
Boise ID, 83716

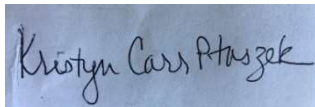
A large, light gray watermark consisting of the letters "OK!" in a bold, sans-serif font, oriented diagonally from the bottom left towards the top right of the page.

Letter of Financial Intent

June 26, 2017

Peace Valley Board of Directors:

This letter is to notify the Peace Valley Board of Directors of my intent to contribute \$5000 toward pre-opening funds upon final approval of the charter. I am committed to the successful opening and operation of Peace Valley Charter School and look forward to supporting the school before and after opening with my time and material resources.



Kristyn Carr Ptaszek
5165 N Riverfront Drive
Garden City, ID 83714

Letter of Intent of Financial Support

Date: 7/13/17

To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$10,000.

Sincerely,

Karli Love
3667 N Quenzer Way
Meridian, ID 83646

DRAFT

August 13, 2017

To Whom it May Concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$5000.

Sincerely,

Carmen D Moretti

Carmen D Moretti
31619 N. 139th Pl.
Scottsdale, AZ 85262



August 13, 2017



To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$10,000.00.

Sincerely,
Julie Andersen, MBA
John Olive, JD
6652 Coral Springs Circle
Las Vegas, NV 89108



**Agreement for Legal Services
Yorgason Law Offices, pllc
and
Peace Valley Charter School**

This Agreement is made and entered into between Peace Valley Charter School ("Peace Valley") and Yorgason Law Offices, pllc ("ATTORNEY") this _____ day of March, 2017.

In consideration of the mutual promises herein contained, Peace Valley and ATTORNEY agree as follows:

1. **SCOPE OF SERVICES**

During the term of this Agreement, ATTORNEY shall provide legal services in connection with Peace Valley's activities as a public charter school, including but not limited to general representation. ATTORNEY shall provide legal advice and representation, and shall perform such tasks and services as are necessary, in ATTORNEY'S judgment, to accomplish this duty. ATTORNEY'S role is primarily that of adviser and counselor, not decision maker, and Peace Valley is expected and required to authorize major decisions regarding the outcome or conduct of the representation. Such services shall be performed by individuals as employees of ATTORNEY and not as employees of Peace Valley.

2. **PERIOD OF AGREEMENT**

The Agreement shall commence as of the date first above written. ATTORNEY will perform services with due and reasonable diligence consistent with sound professional practices.

3. **COMPENSATION**

3.1 **General Services.** As compensation for services to be performed by ATTORNEY, Peace Valley will pay ATTORNEY \$150/hour, including travel time. ATTORNEY will bill mileage at the generally accepted IRS rate.

3.2 **Invoices and Payment.** ATTORNEY will submit invoices on a monthly basis. Peace Valley will make payment within 15 calendar days of the invoice date. Invoices submitted by ATTORNEY will identify specific projects and the general issue(s) worked on or otherwise identify the invoice in such a manner as Peace Valley may reasonably require.

4. **CONFLICTS OF INTEREST**

4.1 On rare occasions, conflicts develop among the interests of existing clients; in those cases, ATTORNEY will make every effort to resolve the conflicts in such a way as to allow uninterrupted representation for Peace Valley. ATTORNEY does not anticipate any issue arising under this Agreement that would require ATTORNEY to advise or represent Peace Valley regarding issues against any Idaho public charter school, and Peace Valley understands that ATTORNEY, due to other client relationships, may be unable to file a lawsuit against an Idaho public charter school on behalf of Peace Valley.

4.2 Peace Valley acknowledges that ATTORNEY represents other public charter schools. ATTORNEY has evaluated the possible interests of each of these clients as they may relate to representation of Peace Valley, and have concluded that ATTORNEY can reasonably undertake joint representation of Peace Valley and any or all of these parties without adverse effect to the interests of any of the affected parties. Peace Valley acknowledges it has been advised of the nature of such joint representation and possible associated risks, that it has considered this information, and consents to the proposed joint representation by ATTORNEY. In the event ATTORNEY determines he can no longer conduct joint representation of Peace Valley and one or more other clients without adverse effect to the interests of one or more of the jointly-represented parties, ATTORNEY will immediately advise all affected clients and will take such measures as are necessary to protect the interests of the parties and to provide representation for all parties in a manner that is appropriate under the applicable Rules of Professional Conduct.

4. TERMINATION

Either Peace Valley and ATTORNEY may terminate this Agreement in whole or in part at any time by giving thirty (30) days written notice thereof. At the time of termination, ATTORNEY shall be paid by Peace Valley for the portion of the work completed prior to termination.

5. CHANGES

Peace Valley, within the general scope of this Agreement, may at any time, by written notice to ATTORNEY, issue additional instructions, require additional services, or direct the omission of services covered by this Agreement. In such event, there will be made an equitable adjustment in price and time of performance, but any claim by either party for such an adjustment must be made within thirty (30) days of the receipt of said written notice. If the scope of service is reduced by Peace Valley, the ATTORNEY shall be reimbursed for all direct costs incurred before the reduction of the service occurred.

6. DISPUTE RESOLUTION

Should a dispute arise, Peace Valley and ATTORNEY agree to negotiate all disputes between them in good faith for a period of thirty (30) calendar days from the date the dispute is raised in writing by either Peace Valley or ATTORNEY. If the parties fail to resolve the dispute through negotiation, then the dispute shall be decided through non-binding mediation or other mutually agreed alternative dispute resolution technique. Fees and expenses for mediation shall be split equally between the parties. Peace Valley and ATTORNEY agree non-binding mediation or other mutually acceptable dispute resolution technique shall precede litigation. This Agreement shall be governed by the laws of the State of Idaho.

7. COMPLIANCE WITH LAWS

To the extent applicable hereto, ATTORNEY shall in the performance of this Agreement comply with all Federal, State and local laws, regulations and orders issued under any applicable law and State regulations.

8. STANDARDS

Services provided by ATTORNEY shall be in accordance with accepted local standards of care for professional practice.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

CLIENT: PEACE VALLEY CHARTER

ATTORNEY: YORGASON LAW

SCHOOL

OFFICES, pllc

By: _____

By: _____

Christopher E. Yorgason

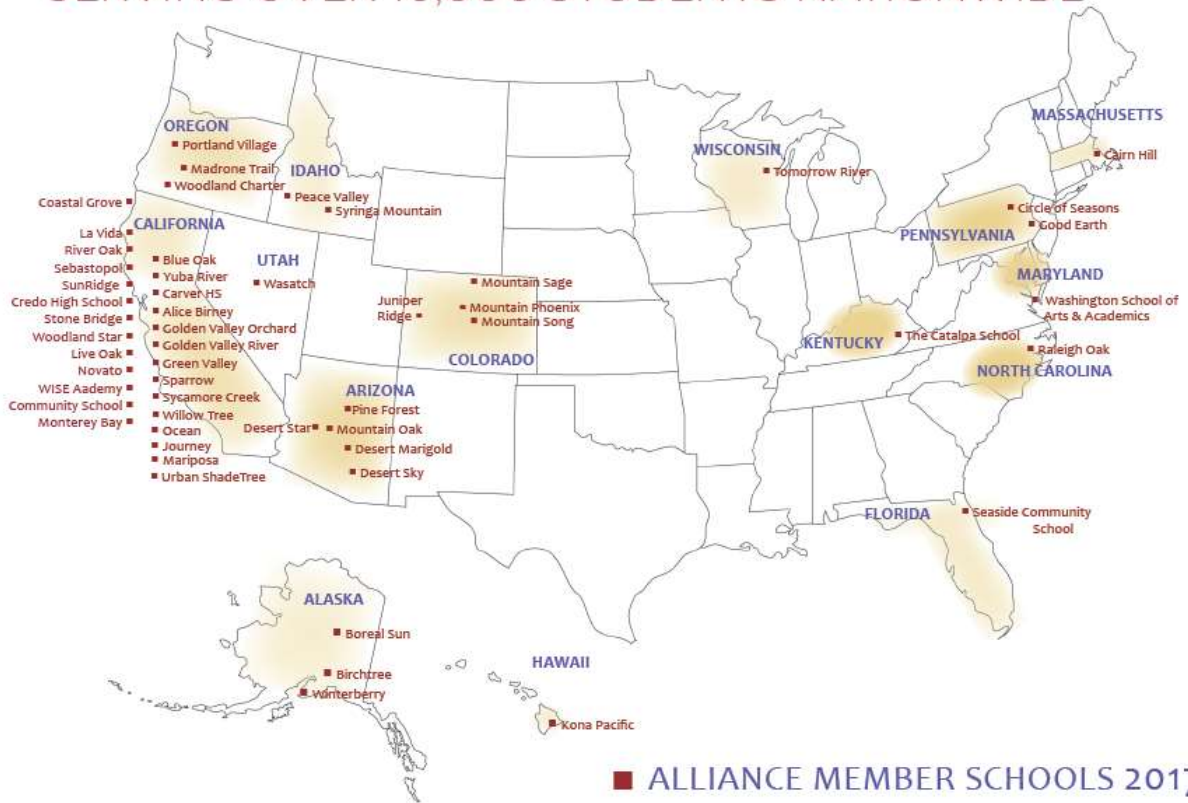
Address:

Address: 6200 N. Meeker Place

Boise, Idaho 83713

DRAFT

SERVING OVER 10,000 STUDENTS NATIONWIDE



DRAFT

May 28, 2017

Idaho State Charter Commission:

We have been working with Peace Valley Charter over the past few months to provide support in the development of their school facilities. We would like to offer financial support for their pre-opening year through a loan in the amount of \$200,000, to begin once the school has been authorized by the State and any other applicable governing bodies. This loan is separate and not connected to any part of the financing for land, site development, or building of the school. This loan will be over a 5 year term, amortized at 9.5% APR, and there will be no pre-payment penalties. Payments will begin the following Fiscal Year.



Sincerely,

Michael Wright
President, Giza Development

p 801.298.7724 m 801.809.3958 f 801.951.3147
801 North 500 West | Suite 300 | Bountiful, Utah 84010
mwright@sahara1.com | <http://www.gizabuild.com>

AuthenticSign
Michael Wright
5/28/2017 9:07:31 AM EDT





Date of Estimate
7/14/17

Charter/Route Bus - Estimate

Customer Name: Peace Valley Charter School
Contact Name, Phone # and email: Laura Henning -peacevalleycharter@gmail.com
Address: 12853 W Broadleaf St
City / State / Zip: Boise, ID 83713

Send invoice to this address? _____

Trip Description

Date of Trip: September - May
Pick Up Location: TBD
Pick Up Time: TBD
Destination: TBD
Passenger Count: 45-50 approx 1 # Buses Needed
Trip Description: As discussed, \$35 per hour based on approx 5 hours per day, 5 days a week
*38 weeks proposed service requested
Actual times and weeks may vary based on holidays and no school days

Total estimate per bus for the above described trip: \$ 33,250.00
Number of buses requested: 1
TOTAL TRIP ESTIMATE \$ 33,250

Conditions of Estimate - Please sign, date and return to the person providing this estimate.

- 1. Hours above and beyond those quoted will be billed at \$ 35.00 per hour.
- 2. Quotes are good for 60 days from date of quote.
- 3. Unless satisfactory credit arrangements have been made, a deposit equal to the estimated price of the charter is payable no less than 72 hours prior to departure. Customer billed after event.
Exception: Bachelor, Bachelorette, New Years Eve and party buses are always prepaid.
- 4. CANCELLATION NOTICE: A 24-hour notice will be required for cancellation to avoid assessment of a charge. The only exception is inclement weather - notice must be given prior to the equipment leaving it's home terminal. If the trip is canceled after the bus has left the terminal or when it shows up at the pick up location, a full minimum charge will be assessed.
- 5. All time is computed from terminal to terminal.
- 6. Trips requiring a second driver to fulfill will be billed an additional \$20.00 per hour for every hour operated.
- 7. CLEANING FEE: A \$25.00 fee will be charged when food and / or beverages are consumed aboard the bus requiring more than standard cleaning.
- 8. DAMAGE FEE: Any damage to equipment / seats caused by the charter groups passengers or representatives will be billed standard shop rates for all parts and labor to repair such damage.
- 9. There will be a 50% premium for all trips on Christmas or New Years day.
- 10. Charter Groups are responsible for all Tolls, Parking Fees and Permits as well as, the driver's accommodations on overnight charters.
- 11. LIABILITY: The carrier will not be liable for delays caused by an Act of God, public enemies, authority of law, quarantine, perils of navigation, riots, strikes, the hazards of dangers incident to a State of War, accidents, breakdowns, bad conditions of the road, snow storms, and other conditions beyond its control and does not guarantee to arrive at or depart from any point at a specified time. The carrier will endeavor to maintain the schedule submitted by its agents or employees but it is not guaranteed. The Carrier will not be responsible for any article either lost or left on the chartered bus.

FIRST STUDENT REPRESENTATIVE: Nolan Morache Date: July 14, 2017
CUSTOMER SIGNATURE: _____ Date: _____

Appendix G: Pre-Opening/Start-up Budget

Idaho Public Charter School Commission						
Charter Petition: Budget Assumptions						
School Name:		Peace Valley Charter School				
Revenue						
Explanations Related to Key Revenue Line Items (required)						
Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Fundraising	10,000.00		11,200.00	12,595.00	14,485.00	Pre-opening year, see marketing plan
Revolving Loan	150,000.00					
After School Enrichment Donated Profit			50,000.00	65,000.00	80,000.00	See assumptions
Pre-school Donated profit						
Founder Donations	61,000.00					
Supply/Curriculum/Furniture Donations	21,100.00					
Full Day Kindergarten			45,000.00	45,000.00	45,000.00	20 students, \$250/student
Base Support			385,320	487,500	618,800	
Salary Apportionment			808,298.00	990,681.00	1,154,128.00	
Benefit Apportionment			153,334.00	187,932.00	218,938.00	
Transportation Reimbursement			21,613.00	30,940.00	42,543.00	65% reimbursement of cost
Nutrition Reimbursement						50% students; 20% reduced, 10% free
Other State Support Total (details below)			289,239.00	347,644.00	407,530.00	
State Facility funding			110,400.00	131,790.00	160,770.00	

School Facilities Funding Lottery			N/A	19,046.00	22,737.00	
Content & Curriculum			1756	1956	2,214.00	
Professional development			26,915.00	29,365.00	31,478.00	
Technology			48,800.00	53,218.00	59,203.00	
Safe and Drug Free Schools			5,869.00	6,618.00	7,634.00	
IT Staffing			12,500.00	12,500.00	12,500.00	
Professional Teaching Standards			32,122.00	37,595.00	43,543.00	
Leadership Premiums			14,259.00	17,191.00	19,719.00	
Gifted/Talented Program			3,538.00	3,642.00	3,783.00	based on 6% of the population
College/Career Advisors & Student Mentors			N/A	N/A	7,000.00	will have 25 students in grade 8, year 3
Remediation			4,480.00	5,348.00	6,524.00	comparable to BSD test scores, approximately 50%
Limited English Proficient			4000	4775	5825	based on projected demographics, 5%
Literacy Proficiency			18,000.00	18,000.00	18,000.00	68 students, tiered by grade, see below
Strategic Planning			6600	6,600.00	6,600.00	
Carryover from Previous Year	8,175.00		71733	296,782.00	627,230.00	
REVENUE TOTALS	\$250,275.00		\$1,835,737.00	\$2,464,074.00	\$3,208,654.00	

Position	FTE	Amount		FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General				2.5	43,200.00	3.0	51,840.00	3.5	60,480.00	Class support/volunt. coordinator; \$12/hr; 1/2/4 PT
Paraprofessionals- SPED				1.0	17,280.00	1.5	25,920.00	2.0	34,560.00	1 PT, 2 PT, 3 PT, 4 PT; \$12/hr
Non Certified Specialty Teachers				0.3	9,180.00	0.4	11,220.00	0.5	13,260.00	See assumptions
Pedagogical Consultant		2,500.00		0.5	23,000.00	0.8	23,000.00	0.8	23,000.00	contracted services
Admin / Front Office Staff				1.0	22,880.00	1.5	34,320.00	2.0	45,760.00	2 Hourly employees; \$13/hr
Executive Director		17,500.00		0.5	35,000.00	0.8	60,000.00	1.0	75,000.00	7 mos/\$2,500
Office Manager		3,600.00		0.5	17,000.00	0.5	17,000.00	1.0	34,000.00	3 mos/\$1,200
School Counselor				0.5	22,000.00	1.0	42,000.00	1.0	42,000.00	See assumptions
School Nurse				0.1	3,168.00	0.2	6,336.00	0.2	6,336.00	See assumptions; \$18/hr, 38 weeks
Janitor				0.5	9,120.00	1.0	18,240.00	1.0	18,240.00	\$12/hr; 20 hrs/wk for 180 days, 5 hrs/wk 40 dos
CLASSIFIED STAFF TOTALS	0.0	\$23,600.00	\$0.00	7.4	\$201,828.00	10.7	\$289,876.00	13.0	\$352,636.00	
BENEFITS										
	Pre-Opening Budget			Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
Type	Rate	Amount		Rate	Amount	Rate	Amount	Rate	Amount	
PERSI				#### %	87,118.00	11.32 %	105,256.00	11.32 %	133,209.00	based on 11.32%
Fica/Medicare				8.00 %	61,567.00	8.00 %	74,386.00		94,141.00	based on 8%
Workers comp				0.70 %	5,387.00	0.70 %	6,509.00	0.70 %	8,238.00	based on state codes and rates
Group Insurance					69000		87000		108000	Liberty Health Care (or equivalent) \$250/month
Paid time off [clarify in assumptions]				1.20 %	6673	1.20 %	8018	1.20 %	11002	1.2%, FTE only
BENEFIT TOTALS		\$0.00			\$229,745.00		\$281,169.00		\$354,590.00	

Assumptions: Certified staff salaries were calculated using a randomized selection from the career ladder provided on the SDE website for salary apportionment. We used 3.5 R1, 2 RP2, 2 RP3, 2 P3, 2 P6, 2 P9. For the bonuses, we estimated that 2 of the teachers will have BA + 24, and 2 will have an MA in year 1. In year, 2 we moved everyone up the ladder, and added a new R1 and P1. In year 3, we moved everyone up the ladder, and added another new R1 and P1. Pupil services we started with 0.3 RP2 in year 1. In year 2 they moved up the ladder and went to 0.5, and in Year 3 they moved up the ladder and went to 1.0 FTE. Administrator we selected a starting index of 1.3929 and went up the ladder for years 2 and 3. In the break-even year, administrator was on the same index level as year 1, and the teachers were in the ladder as follows: 2 RP2, 2 RP3, 1 P2, 2 P3, and 2 P6, with 1 having the bonus of BA + 24, and one having the bonus of MA. We have projected in the budget that we will pay all staff according to the career ladder except for the non-certificated specialty teachers, who will be paid hourly. Group insurance is based on a quote from Liberty Healthcare. It is Direct Care but covers catastrophic events, pre-existing conditions, and out of state care (same coverage as regular insurance). If employees choose, they may take a \$250 monthly stipend, in lieu of Liberty Healthcare, to purchase their own individual policy. We will employ 3 certified Specialty Teachers at 13.5 hours/wk, \$20/hr. They will teach Spanish, music, garden. We will have 1 non-certificated specialty teacher for 13.5 hrs/wk, \$20/hr, teaching handwork. In the pre-opening year the Administrator, Pedagogical Director, Executive Director and Office Manager will be paid on contract. In the Break-even year the Pedagogical Consultant will work 10 hrs, Y1- 20 hrs, Y2&3 - 30 hrs salaried employee. The Pupil Services Director will be paid in year 1 for 12.5 hrs wk/ \$24/hr as an hourly employee, and salaried in years 2 & 3. Potential candidate for pupil services director has been identified. The nurse will start in Year 2, for \$20/hr, 1 day/wk for immunizations, paperwork, etc. A potential candidate has been identified. Several qualified teacher resumes have been received and taken note of, for both core classes and specialty classes. The candidates have a wide range of experience in both traditional public schools and Waldorf schools.

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Educational Program (required)

Overall Educational Program & Special Programs Costs	Pre-Opening Budget		Year 1	Year 2	Year 3	Assumptions / Details / Sources
			Projected Budget	Projected Budget	Projected Budget	
Professional Development	10,000.00		26,915.00	29,365.00	31,478.00	Pay for Art of Teaching. Matching distribution
SPED Contract Services	-		15360	18336	22368	Speech, ASL, Occupational Therapy; app. \$400/stud
Substitute Teachers	-		5,800.00	6,600.00	7,400.00	\$80/day, 5 days/year, 14.5/16.5/18.5 teacher/secretary
SPED materials	-		1,000.00	1,300.00	1,600.00	Based on local SPED professional suggestion
Business Manager			48,000.00	48,000.00	48,000.00	Contracted business services/Red Apple
Overall Educ Pgm & Special Pgms Subtotals	10,000.00		49,075.00	55,601.00	62,846.00	
Elementary Program	Pre-Opening Budget		YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)			-	-	-	
Curriculum	5,000.00			2500	3000	
Student Supplies	20,000.00		38,400.00	45840	55920	\$120/student
Testing			9920	11842	14446	\$27/student for ISAT, \$4 ISAT Science
			-	-	-	

Elementary Pgm Subtotals	25,000.00	48,320.00	60,182.00	73,366.00	
Secondary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		-	-	-	
Curriculum	-	0	500.00	750.00	Adding grades Y2 & S3, see assumptions
Student Supplies	-	0	3,600.00	7,200.00	Y2-3 \$100/student
Testing		0	1,178.00	2,852.00	\$27/student for ISAT, \$4 ISAT Science
Secondary Contract Services [clarify in assumptions]	-	0	0	0	
Secondary Pgm Subtotals	-	-	5,278.00	10,802.00	
EDUCATIONAL PROGRAM TOTALS	\$35,000.00	\$97,395.00	\$121,061.00	\$147,014.00	

Additional Notes or Details regarding Educational Program Expenditures: Professional Development: Year 1-3 will be SIS, reporting, teacher training, social inclusion training & inservices. . More pricing information is in the assumptions of the break-even budget. Curriculum has already been purchased prior to opening. The classroom supplies in Pre-opening year will be for the resource room, classroom supplies, and art supplies. We will use any additional funds allocated for curriculum to purchase supplemental curriculum & books for each grade. Testing was estimated on a cost per student basis, using numbers from the SDE website, rounded up. Please see the assumptions in this category of the break-even budget for further explanation and details.

Technology (required)

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)		10,800.00	12,000.00	12,000.00	IT Support
Internet	-	3,500.00	3,750.00	3,900.00	Estimates based on other budgets
Phone	-	2,500.00	2,500.00	2,500.00	Estimates based on other budgets
Copy Machine Lease	-	1,800.00	2,000.00	2200	Based on actual quote
Payroll Services	-	0	0	0	Red Apple provides
			-	-	
TECHNOLOGY TOTALS	\$0.00	\$18,600.00	\$20,250.00	\$20,600.00	

Additional Notes or Details regarding Technology Expenditures: The copy machine lease projection is based on an actual quote received by multiple office equipment companies, and the internet/phone numbers are based on other comparable school budget projections.

Non-Facilities Capital Outlay (required)

	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)			-	-	-	
Furniture [clarify types in assumptions]	45,000.00		17,000.00	15,000.00	15,000.00	See assumptions
Other Outlay [clarify types in assumptions]	10,000.00		5,000.00	5,000.00	5,000.00	Farm/Garden/PE equipment
Technology Capital Outlay Total (details below)			-	-	-	
Computers for staff use	3,950.00			300.00	800.00	4 desktops(\$500),13/15/17 chrome books(\$150)
Other Technology	1,000.00			250.00	250.00	Printers, routers, miscellaneous
Student Testing Computers	9,600.00				3,900.00	52 chromebooks at \$150 for testing and practice
Software Programs, Licenses, Fees	11,025.00			2,000.00	2,000.00	Infinite Campus and Red Apple
Other Capital Outlay [clarify in assumptions]			-	-	-	
Subscriptions and Dues	717.00		2,243.00	3,015.00	3,365.00	See assumptions
CAPITAL OUTLAY TOTALS	\$81,292.00		\$24,243.00	\$25,565.00	\$30,315.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: We also referenced a detailed furniture and capital outlay budget from Wasatch Waldorf School and modeled our expenses after theirs. The furniture numbers in the break-even and years 1-3 budgets are based on the fact that we will spend \$45,000 in our pre-opening year purchasing furniture. Because we allowed for the initial expense in the pre-opening year, we will not have a computer expense in Year 1. The furniture expense in Year 1 will be for adding additional furniture for the growth in Year 2. The staff computer numbers are based on the assumption that we add 2 chrome books each year as we add 2 teachers/year, and that we add a desktop computer in Year 3 when our Social Inclusion Director goes from part time to full time. We will also add an additional 26 chrome books in Year 3 as our student demand for testing computers grows.

Board of Directors (required)

	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training	850.00		7,000.00	7,000.00	7,000.00	See assumptions
Legal	4,000.00		3,600.00	3,600.00	3,600.00	\$150/hr, 2 hours per month; 26 hours pre-opening
Audit			5,000.00	5,000.00	5,000.00	

BOARD OF DIRECTORS TOTALS	\$4,850.00		\$15,600.00	\$15,600.00	\$15,600.00	
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Additional Notes or Details regarding Board of Directors Expenditures: The Board Training is based off of the cost for Gradalis and ISBA costs. In the pre-opening year is ISBA Roles and Responsibilities workshop, and in the Break-even and Y1-3 ISBA and Gradalis Training. Lawyer fees are based on an agreement with a lawyer to work on a consulting basis, with an hourly rate. In his experience, he recommended 2 hours per month to start off with.

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)			-	-	-	
Land Lease	-		60,000.00	71,400.00	87,108.00	Land lease payments to Andy Mehl
Portables Lease			95,760.00	95,760.00	95,760.00	See assumptions
Developer Lease Payment			29,135.00	29,863.00	30,610.00	site development, 170k + 88+
One Time Portables Fees	22,000.00					delivery, installation etc
Repairs and Maintenance	-		12,000.00	12,000.00	12,000.00	
Property and Liability Insurance	2,000.00		6,000.00	7,000.00	8,000.00	ballpark from Insurance agent at ISBA
Landscaping/Snow Removal	-		8000	9000	10000	pre-opening year board insurance only
Utilities Total (details below)	-		20,000.00	24,000.00	29,000.00	based on other schools utility costs
Gas			-	-	-	
Electric			-	-	-	
Other [specify in assumptions]			-	-	-	water, sewer, garbage
			-	-	-	
FACILITIES TOTALS	\$24,000.00		\$230,895.00	\$249,023.00	\$272,478.00	

Additional Notes or Details regarding Facilities Expenditures: In the Break even year, the portables cost is lower because we will only need 5 double wides (\$157,850 portables + \$150,000 site development), and in Y1-3 we will need 7 doubles wides. In the pre-opening year there will be some upfront costs for the portables, including transport, prep, and anchoring.

Transportation/Nutrition (optional)

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Transportation Contract Services			33250	47600	65450	First Student Quote
Special transportation (SPED, field trips, etc.)			1350	2700	3300	First Student; 1 trip/month, \$150/trip
			-	-	-	
TRANSPORTATION TOTALS	\$0.00		\$34,600.00	\$50,300.00	\$68,750.00	

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Revolving Loan			37,803.00	37,803.00	37,803.00	Pre-opening Year Loan, 9.5%, 5 year term
Authorizer Fee			13,000.00	13,000.00	13,000.00	
Marketing	5,000.00		2,500.00	5,000.00	5,000.00	
Office Supplies	500.00		9,000.00	11,000.00	13,500.00	Pre-opening minimal costs - work-at-home
Postage	300.00		1,200.00	1,400.00	1,800.00	Based on Alturas' costs
School Events	-		2,000.00	2,500.00	3,000.00	Cost donated by founders in pre-opening year
Travel for Training	1,500.00		2,000.00	4,000.00	4,000.00	Exec Dir to Alliance in Jan, Y2-3 add Admin
Background Checks	500.00		500.00	500.00	500.00	
Nutrition			86,400.00	97,200.00	113,400.00	\$3 lunch/reduced price \$0.40
OTHER TOTALS	\$7,800.00		\$68,003.00	\$75,203.00	\$78,603.00	

Additional Notes or Details regarding Transportation Expenditures:

Narrative: Pre-Opening & Operational Budgets

	Qty	Cost	Total
Kid Desk	81	\$ 102.00	\$ 8,262.00
Table	5	\$ 60.00	\$ 300.00
Cubby	2	\$ 400.00	\$ 800.00
Book Shelves	3	\$ 186.00	\$ 558.00
Fire Extinguisher	2	\$ 59.00	\$ 118.00
Teacher Desk	1	\$ 300.00	\$ 300.00
Cafeteria Table	4	\$ 762.00	\$ 3,048.00
Adult Desk Chair	1	\$ 50.00	\$ 50.00
File Cabinets	3	\$ 120.00	\$ 360.00
		Total:	\$ 13,796.00

Donated School Items			
	Qty	Cost	Total
School Books	100	\$ 35.00	\$ 3,500.00
Ukuleles	10	\$ 30.00	\$ 300.00
Mineral Collection	1	\$ 500.00	\$ 500.00
Costumes	1	\$ 300.00	\$ 300.00
Recorders	12	\$ 10.00	\$ 120.00
Wooden blocks	2	\$ 200.00	\$ 400.00
Rocking Horse	1	\$ 20.00	\$ 20.00
			\$ 5,140.00

The first list is items donated to PVCS from Vision Charter School, July, 2017.

The second list is materials and books donated from a private individual August, 2017.

Curriculum Resources Purchased 9.8.2017 from Christopherus	
A Rough Guide to Eighth Grade	\$ 6.00
A Rough Guide to Seventh Grade	\$ 6.00
A Rough Guide to Sixth Grade	\$ 6.00
<i>Ancient Rome</i>	\$14.00
Astronomy for Young and Old: A Beginner's Guide to the Visible Sky	\$ 19.00
<i>Biographies for 8th Grade History</i>	\$8.00
Botany 2nd Edition	\$ 36.00
Colour	\$ 17.00
<i>Compass Drawings</i>	\$8.00
<i>Earth, Water, Fire and Air</i>	\$18.00
Fifth Grade Package	\$ 350.00
First Grade Package	\$ 200.00
Fourth Grade Math Teacher's Guide	\$ 38.00
Fourth Grade Mathematics Bundle	\$ 35.00
From Nature Stories to Natural Science	\$ 30.00
Geometric Patterns from Islamic Art and Architecture	\$ 9.00
Learning about the World through Modeling	\$ 15.00
<i>Mathematics in Nature, Space and Time</i>	\$20.00
Medieval History	\$ 15.00
<i>Muscles and Bones</i>	\$15.00
<i>Painting in Waldorf Education</i>	\$15.00
Physics	\$ 27.00
<i>Safe & Simple Electrical Experiments</i>	\$8.00
Second Grade Package	\$ 250.00
<i>String, Straightedge, & Shadow</i>	\$14.00
The Age of Revolution	\$ 15.00
<i>The Age of Revolution</i>	\$15.00
The Art and Science of Teaching Composition	\$ 14.00
The Human Being and the Animal World	\$ 18.00
Third Grade Package	\$ 250.00
Total	\$ 1,491.00



Rocklin, CA 95677-2151

916-652-9696 www.mercurius-usa.com

Invoice

Date	Invoice #
1/17/2017	69762

Bill To:
Peace Valley Charter School Inc. Ruth Bucklin 8704 Bluff Lane Fair Oaks, CA 95628

Ship To:
Peace Valley Charter School Inc. Ruth Bucklin PICK UP

S.O. No.	P.O. No.	Terms	Due Date	Rep	Ship Via	Email	
38870	web 38870	PrePay	1/17/2017	CD	Pick-up	rbucklinwong@gmail...	pick/check/pack: dp/co/co/co
Qty Order...	Qty Sent	Item No.	Description	Price Each	Amount		
1	1	CHARGE	PRE-PAID ACCOUNT-CREDIT CARD TO BE CHARGED		0.00		
1	1	10340104	Drawing Paper 9.84"x12.8" 120 gsm 500 sheets	24.75	24.75T		
1	1	70900700	Sarah's Silks Rainbow String Game pack of 12 (0035)	41.60	41.60T		
1	1	85036001	Stockmar Wax Block Crayons box of 12 carmine red	9.40	9.40T		
1	1	85036003	Stockmar Wax Block Crayons box of 12 orange	9.40	9.40T		
1	1	85036004	Stockmar Wax Block Crayons box of 12 golden yellow	9.40	9.40T		
1	1	85036005	Stockmar Wax Block Crayons box of 12 lemon yellow	9.40	9.40T		
1	1	85036006	Stockmar Wax Block Crayons box of 12 yellow green	9.40	9.40T		
1	1	85036007	Stockmar Wax Block Crayons box of 12 green	9.40	9.40T		
1	1	85036009	Stockmar Wax Block Crayons box of 12 blue	9.40	9.40T		
1	1	85036011	Stockmar Wax Block Crayons box of 12 blue violet	9.40	9.40T		
1	1	85036012	Stockmar Wax Block Crayons box of 12 red violet (purple)	9.40	9.40T		
1	1	85036014	Stockmar Wax Block Crayons box of 12 yellow brown	9.40	9.40T		
1	1	85036024	Stockmar Wax Block Crayons box of 12 pink	9.40	9.40T		
1	1	85036044	Stockmar Wax Block Crayons box of 12 mid yellow	9.40	9.40T		
1	1	85033001	Stockmar Wax Stick Crayons box of 12 carmine red	9.40	9.40T		
1	1	85033002	Stockmar Wax Stick Crayons box of 12 vermilion	9.40	9.40T		
1	1	85033003	Stockmar Wax Stick Crayons box of 12 orange	9.40	9.40T		
1	1	85033004	Stockmar Wax Stick Crayons box of 12 golden yellow	9.40	9.40T		
1	1	85033005	Stockmar Wax Stick Crayons box of 12 lemon yellow	9.40	9.40T		
1	1	85033006	Stockmar Wax Stick Crayons box of 12 yellow green	9.40	9.40T		
1	1	85033007	Stockmar Wax Stick Crayons box of 12 green	9.40	9.40T		
1	1	85033009	Stockmar Wax Stick Crayons box of 12 blue	9.40	9.40T		
1	1	85033011	Stockmar Wax Stick Crayons box of 12 blue violet	9.40	9.40T		
1	1	85033012	Stockmar Wax Stick Crayons box of 12 red violet (purple)	9.40	9.40T		
1	1	85033013	Stockmar Wax Stick Crayons box of 12 rust	9.40	9.40T		
1	1	85033024	Stockmar Wax Stick Crayons box of 12 pink	9.40	9.40T		
1	1	85089325	Stockmar Empty Wooden Box 16 sticks or blocks	16.80	16.80T		

Bill To:
Peace Valley Charter School Inc. Ruth Bucklin 8704 Bluff Lane Fair Oaks, CA 95628

Ship To:
Peace Valley Charter School Inc. Ruth Bucklin PICK UP

S.O. No.	P.O. No.	Terms	Due Date	Rep	Ship Via	Email	
38870	web 38870	PrePay	1/17/2017	CD	Pick-up	rbucklinwong@gmail...	pick/check/pack: dp/co/co/co
Qty Order...	Qty Sent	Item No.	Description			Price Each	Amount
2	2	85051701	Stockmar Modelling Beeswax box of 15 sheets carmine red			19.65	39.30T
2	2	85051704	Stockmar Modelling Beeswax box of 15 sheets golden yellow			19.65	39.30T
2	2	85051705	Stockmar Modelling Beeswax box of 15 sheets lemon yellow			19.65	39.30T
2	2	85051706	Stockmar Modelling Beeswax box of 15 sheets yellow green			19.65	39.30T
2	2	85051707	Stockmar Modelling Beeswax box of 15 sheets green			19.65	39.30T
2	2	85051709	Stockmar Modelling Beeswax box of 15 sheets blue			19.65	39.30T
2	2	85051710	Stockmar Modelling Beeswax box of 15 sheets light blue			19.65	39.30T
2	2	85051712	Stockmar Modelling Beeswax box of 15 sheets red violet			19.65	39.30T
2	2	85051727	Stockmar Modelling Beeswax box of 15 sheets beeswax colour			19.65	39.30T
1	1	20590210	Sharpener for triangular pencils and wax crayons			1.70	1.70T
			Subtotal				664.15
1	1	No Shipping	No shipping fee			0.00	0.00
1	1	Cust notes	Customer Notes: I intend to pick this order up in Rocklin.				0.00
						Subtotal	\$664.15
						Sales Tax	\$48.15
						Total	\$712.30
						Balance Due	\$712.30

* Finance charges on overdue balance is 1.2% per month.

Appendix H: Three-year Operating Budgets and Break-even Budget

Idaho Public Charter School Commission Charter Petition: Budget Assumptions

School Name: Peace Valley Charter School

Revenue

Explanations Related to Key Revenue Line Items (required)

Estimated No. of Students for Each Year:	173	320	382	466	
Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Fundraising	7893	11,200.00	12,595.00	14,485.00	See assumptions
After School Enrichment Program Donated Profit	30000	50,000.00	65,000.00	80,000.00	See assumptions
Full Day Kindergarten	45000	45,000.00	45,000.00	45,000.00	20 students, \$250/student
Base Support	236340	385320	487500	618800	9.09/13.76/17.46/21.17 SU, \$26,000/SU
Salary Apportionment	505474.69	808,298.00	990,681.00	1,154,128.00	See below
Benefit Apportionment	95888.55	153,334.00	187,932.00	218,938.00	See below
Transportation Reimbursement	21613	21,613.00	30,940.00	42,543.00	65% reimbursement of cost
Nutrition Reimbursement	46440	86,400.00	97,200.00	113,400.00	50% of population 20% reduced 10% free

Other State Support Total (details below)	199,847.00	287,411.00	345,022.00	405,412.00	
State Facility funding	59,685.00	110,400.00	131,790.00	160,770.00	\$345/student
School Facilities Funding Lottery	N/A	N/A	19,046.00	22,737.00	93% ADA (prior year best 28 weeks)
Content & Curriculum	1464	1756	1956	2,214.00	using xxx/13.76/17.46/21.17 midterm SU
Professional development	23,281.00	26,408.00	28,605.00	31,055.00	9.8/13.5/16.1/19 instr./PS FTE
Technology	38,326.00	48,800.00	53,218.00	59,203.00	95% ADA (midterm)
Safe and Drug Free Schools	4,092.00	5,869.00	6,618.00	7,634.00	93% ADA (full term)
IT Staffing	11,363.00	12,500.00	12,500.00	12,500.00	used xxx/13.76/17.46/21.17 midterm SU
Professional Teaching Standards	23,318.00	31,408.00	36,643.00	42,353.00	9.8/13.2/15.4/17.8 instructional staff FTE
Leadership Premiums	9,910.00	13,652.00	16,281.00	19,214.00	9.8/13.5/16.1/19 instructional/PS FTE
Gifted/Talented Program	3,291.00	3,538.00	3,642.00	3,783.00	based on 6% of the population
College/Career Advisors & Student Mentors	N/A	N/A	N/A	7,000.00	will have 25 students in grade 8, year 3
Remediation	2,422.00	4,480.00	5,348.00	6,524.00	comparable to BSD test scores, approximately 50%
Limited English Proficient	2,595.00	4000	4775	5825	based on projected demographics, 5% of population
Literacy Proficiency	13,500.00	18,000.00	18,000.00	18,000.00	60 students, tiered by grade, see below
Strategic Planning	6,600.00	6600	6,600.00	6,600.00	on a reimbursement basis
Carryover from Previous Year	71733	71733	296,782.00	627,230.00	
REVENUE TOTALS	1,260,229.24	\$1,920,309.00	\$2,558,652.00	\$3,319,936.00	

Additional Notes or Details regarding Revenue: These projections are calculated by using the formulas provided by the SDE for Charter Support Units, Salary and Benefit Apportionment, and Special Distribution Funds. These numbers are based on the most recent distribution amounts provided by SDE, Peace Valley Charter anticipated enrollment and randomized teacher qualification (explained in the salary assumptions below). Our Fundraising in Years 1-3 comes primarily from 2 main events that are integral to our curriculum. Mayfaire, which we will charge a \$30/family entrance fee and we anticipate 50% population will attend, and Winter Festival, also with a \$30 entrance fee per family, and we anticipate 25% will attend. At each event we will also hold a silent auction where we anticipate we will raise an additional \$2,000. Please see our marketing plan referenced in Tab 8 for the marketing plan for fundraising in the pre-opening year. Our after school enrichment donation comes from the profits from the After School Enrichment Program. Literacy Proficiency calculations were based on the fact that we anticipate that in our lower grades that the students will score lower on the literacy portion of standard testing. We expect that the majority will be proficient around the time they are in 3rd grade.

Expenses by Category & Budget

Staffing (required)

CERTIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Core Subject Teachers	8.0	345,866.00	11.0	459,915.00	13.0	548,318.00	15.0	643,409.00	Kinder - 1 FT, 2 PT
Specialty Subject Teachers	0.8	31,967.00	1.2	50,861.00	1.4	61,968.00	1.8	82,777.00	See assumptions
Classroom Teacher Subtotals	8.8	377,833.00	12.2	510,776.00	14.4	610,286.00	16.8	726,186.00	Average classroom size: 25
Special Education									
SPED Director / Coordinator	1.0	41,155.00	1.0	41,155.00	1.0	42,825.00	1.0	43,391.00	Title and hours: FT SPED Teacher
Special Education Subtotals	1.0	41,155.00	1.0	41,155.00	1.0	42,825.00	1.0	43,391.00	Anticipated % Special Education Students: 11%
Other Certified Staff									

Administrator	1.0	55,000.00	1.0	55,000.00	1.0	58,000.00	1.0	60,000.00	Title and hours: FT Administrator
Other Certified Staff Subtotals	1.0	55,000.00	1.0	55,000.00	1.0	58,000.00	1.0	60,000.00	
CERTIFIED STAFF TOTALS	10.8	\$473,988.00	14.2	\$606,931.00	16.4	\$711,111.00	18.8	\$829,577.00	
CLASSIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	
Paraprofessionals-General	0.5	8,640.00	2.5	43,200.00	3.0	51,840.00	3.5	60,480.00	Class support/volunteer coordinator; \$12/hr; 1/2/4 PT
Paraprofessionals-SPED	0.5	13,600.00	1.0	27,200.00	1.5	40,800.00	2.0	54,400.00	1 PT, 2 PT, 3 PT, 4 PT; \$20/hr
Non-Certified Specialty Teachers	0.2	6,800.00	0.3	9180	0.4	11,220.00	0.5	13,260.00	1 non-certified teacher; 13.5 hrs/wk, \$20/hr, handwork
Pedagogical Consultant	0.3	10,000.00	0.5	23000	0.5	23,000.00	0.5	23,000.00	See assumptions
Admin / Front Office Staff	1.0	24,000.00	1.0	24,000.00	1.5	36,000.00	2.0	48,000.00	Hourly employee; \$18/hr
Office Manager	0.5	15,000.00	0.5	17,000.00	0.5	17,000.00	1.0	34,000.00	Salaried employee
Executive Director	0.5	30,000.00	0.5	38,000.00	0.8	60,000.00	1.0	75,000.00	Salaried employee
School Counselor			0.5	22,000.00	0.5	22,000.00	1.0	42,000.00	
School Nurse					0.2	5,440.00	0.2	5,440.00	
Janitor/Maintenance	0.3	8,092.00	0.5	9,520.00	1.0	19,040.00	1.0	19,040.00	\$14/hr
IT Specialist	0.5	9600	0.5	9,600.00	0.5	11,000.00	0.5	12,000.00	Hourly employee
CLASSIFIED STAFF TOTALS	3.8	\$125,732.00	7.3	\$222,700.00	9.9	\$297,340.00	12.2	\$352,620.00	
BENEFITS	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources

Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.32 %	69,093.00	11.32 %	87,118.00	11.32 %	105,256.00	11.32 %	133,209.00	based on 11.32%
Fica/Medicare	8.00%	48,829.00	8.00%	61,567.00	8.00%	74,386.00	8.00%	94,141.00	based on 8%
Workers comp	0.70%	4,273.00	0.70%	5,387.00	0.70%	6,509.00	0.70%	8,238.00	based on state codes and rates
Group insurance		51000		69000		87000		108000	Liberty Health Care (or equivalent) \$250/month
Paid time off [clarify in assumptions]	1.20%	5304	1.20%	6673	1.20%	8018	1.20%	11002	1.2%, FTE only
BENEFIT TOTALS		\$178,499.00		\$229,745.00		281,169.00		354,590.00	

CERTIFIED & CLASSIFIED STAFF TOTALS		\$599,720.00		\$829,631.00		\$1,008,451.00		\$1,182,197.00	
TOTAL STAFF & BENEFITS TOTALS		\$778,219.00		\$1,059,376.00		\$1,289,620.00		\$1,536,787.00	

Additional Notes or Details regarding Staffing Expenditures: Certified staff salaries were calculated using a randomized selection from the career ladder provided on the SDE website for salary apportionment. We used 3.5 R1, 2 RP2, 2 RP3, 2 P3, 2 P6, 2 P9. For the bonuses, we estimated that 2 of the teachers will have BA + 24, and 2 will have an MA in year 1. In year, 2 we moved everyone up the ladder, and added a new R1 and P1. In year 3, we moved everyone up the ladder, and added another new R1 and P1. Pupil services we started with 0.3 RP2 in year 1. In year 2 they moved up the ladder and went to 0.5, and in Year 3 they moved up the ladder and went to 1.0 FTE. Administrator we selected a starting index of 1.3929 and went up the ladder for years 2 and 3. In the break-even year, administrator was on the same index level as year 1, and the teachers were in the ladder as follows: 2 RP2, 2 RP3, 1 P2, 2 P3, and 2 P6, with 1 having the bonus of BA + 24, and one having the bonus of MA. We have projected in the budget that we will pay all staff according to the career ladder except for the non-certificated specialty teachers, who will be paid hourly. Group insurance is based on a quote from Liberty Healthcare. It is Direct Care but covers catastrophic events, pre-existing conditions, and out of state care (same coverage as regular insurance). We will employ 3 certified Specialty Teachers at 13.5 hours/wk, \$20/hr. They will teach Spanish, music, garden. We will have 1 non-certificated specialty teacher for 13.5 hrs/wk, \$20/hr, teaching handwork. In the pre-opening year the Administrator will be paid for a 6 weeks of work prior to opening. In the Break-even year the Pedagogical Consultant will work 10 hrs, Y1- 20 hrs, Y2&3 - 30 hrs salaried employee. The Business Manager fees are waived for pre-opening. The Pupil Services Director will be paid in year 1 for 12.5 hrs wk/ \$24/hr as an hourly employee, and salaried in years 2 & 3. Potential candidate for pupil services director has been identified. The nurse will start in Year 2, for \$20/hr, 1 day/wk for immunizations, paperwork, etc.

Educational Program (required)

Overall Educational Program & Special Programs Costs	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Professional Development	23,281.00	<i>26,915.00</i>	<i>29,365.00</i>	<i>31,478.00</i>	See assumptions
SPED Contract Services	8304	15360	18336	22368	Speech, ASL, Occupational Therapy; approx \$400/student
Substitute Teachers	4,000.00	5,800.00	6,600.00	7,400.00	\$80/day, 5 days/year, 14.5/16.5/18.5 teacher/secretary
SPED Materials	500.00	1,000.00	1,300.00	1,600.00	Based on local SPED professional suggestion
Business Manager		48,000.00	48,000.00	48,000.00	
Overall Educ Pgm & Special Pgms Subtotals	36,085.00	97,075.00	103,601.00	110,846.00	
Elementary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)					
Curriculum			<i>5000</i>	<i>5000</i>	Adding grades Y2 & S3, see pre-opening assumptions
Student Supplies	20,760.00	<i>38,400.00</i>	<i>45840</i>	<i>55920</i>	\$120/student
Testing	5363	<i>9920</i>	<i>11842</i>	<i>14446</i>	\$27/student for ISAT, \$4 ISAT Science
Elementary Pgm Subtotals	26,123.00	48,320.00	62,682.00	75,366.00	
Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)					
Curriculum			<i>2,500.00</i>	<i>5,000.00</i>	Adding grades Y2 & S3, see assumptions

Student Supplies	N/A	N/A	3,750.00	7,500.00	
Testing			1178	2852	\$27/student for ISAT, \$4 ISAT Science
Secondary Pgm Subtotals	-	-	7,428.00	15,352.00	
EDUCATIONAL PROGRAM TOTALS	\$62,208.00	\$145,395.00	\$173,711.00	\$201,564.00	

Additional Notes or Details regarding Educational Program Expenditures: In the break-even year, all professional development costs are covered for Art of Teaching and SIS, etc. Curriculum from Christopherus is 85% purchased and ready for teachers to use. We will keep a curriculum library as a resource for teachers, so curriculum will not need to be purchased each year. The teachers are trained extensively on how to teach in this style, without books or worksheets, and will have every resource available to them that they will need. The classroom supplies in Pre-opening year will be for the resource room, classroom supplies, and art supplies. In year 1 the costs are \$120 per student, plus extra for specialty classes.

Technology (required)

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)					
Internet	3,000.00	3,500.00	3,750.00	4,000.00	Estimates based on other budgets
Phone	2,500.00	2,500.00	2,750.00	4,000.00	Estimates based on other budgets
Copy Machine Lease	1800	1800	2000	2500	Based on actual quote
Payroll Services	0	0	0	0	Red Apple
TECHNOLOGY TOTALS	\$7,300.00	\$7,800.00	\$8,500.00	\$10,500.00	

Additional Notes or Details regarding Technology Expenditures: The copy machine lease and the payroll services projections are based on actual estimates received from local companies. The internet/phone numbers are based on other comparable school budget projections.

Non-Facilities Capital Outlay (required)									
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	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Line Item / Account					
Educational Pgm Cap. Outlay Total					
Furniture [clarify types in assumptions]	10,000.00	17,000.00	20,000.00	24,000.00	Tables, Chairs, Desks, Shoe/Coat Racks
Other Outlay [clarify types in assumptions]	2,000.00	5,000.00	7,000.00	9,000.00	Farm/Garden Equipment, PE equipment
Technology Capital Outlay Total					
Computers for staff use			300.00	800.00	4 desktops(\$500),13/15/17 chrome books(\$150)
Other Technology			250.00	250.00	printers, modems, cable, etc
Student Testing Computers				3,900.00	Purchase an addition 26 chrome books for \$150 each Y3
Software Programs, Licenses, Fees			5,600.00	5,600.00	Software Licensing, updates, fees. Infinite Campus
Other Capital Outlay [clarify in assumptions]					
Subscriptions & Dues	1305	2,243.00	3,015.00	3,365.00	ISBA & Waldorf Alliance
CAPITAL OUTLAY TOTALS	\$13,305.00	\$24,243.00	\$36,165.00	\$46,915.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: The outlay costs here reflect maintenance numbers. Please see this section of the pre-opening budget for more information. Expenses shown will be for tables, chairs, desks, shoe/coat racks, etc. We also referenced a detailed furniture and capital outlay budget from Wasatch Waldorf School and modeled our expenses after theirs. The furniture numbers in the break-even and years 1-3 budgets are based on the fact that we will spend \$45,000 in our pre-opening year purchasing furniture. Because we allowed for the initial expense in the pre-opening year, we will not have a computer expense in Year 1. The furniture expense in Year 1 will be for adding additional furniture for the growth in Year 2. The staff computer numbers are based on the assumption that we add 2 chrome books each year as we add 2 teachers/year, and that we add a desktop computer in Year 3 when our Social Inclusion Director goes from part time to full time. We will also add an additional 26 chrome books in Year 3 as our student demand for testing computers grows. The memberships and dues are as follows: ISBA Pre-opening 1/3 of dues, Y1 2/3 of dues, Y2-3 full dues at \$1,400. Red Apple manages the accounting software.

Board of Directors (required)									
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Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	6,600.00	Reimbursed up to \$6,600
Legal	3,600.00	3,600.00	3,600.00	3,600.00	Agreement for \$150/hr; 2 hours per month
Audit	5,000.00	5,000.00	5,000.00	5,000.00	
BOARD OF DIRECTORS TOTALS	\$15,200.00	\$15,200.00	\$15,200.00	\$15,200.00	

Additional Notes or Details regarding Board of Directors Expenditures: The Board Training is based off of the cost for Gradalis and ISBA costs. In the pre-opening year is ISBA Roles and Responsibilities workshop, and in the Break-even and Y1-3 ISBA and Gradalis Training. Lawyer fees are based on an agreement with a lawyer to work on a consulting basis, with an hourly rate. In his experience, he recommended 2 hours per month to start off with. Pre-Opening year was a great expense.

Facilities Details (required if not provided in Facilities Template)									
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	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					N/A
Land Lease	60,000.00	60,000.00	71,400.00	87,108.00	Land lease payments to Andy Mehl
Portables Lease	95,760.00	95,760.00	95,760.00	95,760.00	portable quote Design space
Developer Payment	29,135.00	29,135.00	29,863.00	30,610.00	9.5% lease to developer
Repairs and Maintenance	10,000.00	12,000.00	12,000.00	12,000.00	
Property & Liability Insurance	6,000.00	6,000.00	7,000.00	8,000.00	ballpark from Insurance agent at ISBA
Landscaping/Snow Removal	5,000.00	8,000.00	9,000.00	10,000.00	
Utilities Total (details below)	16,000.00	20,000.00	24,000.00	29,000.00	based on other schools utility costs
Gas		-	-	-	
Electric		-	-	-	
Other [specify in assumptions]		-	-	-	water, sewer, garbage
FACILITIES TOTALS	\$221,895.00	\$230,510.00	\$249,023.00	\$272,478.00	

Additional Notes or Details regarding Facilities Expenditures: The land lease will be for a portion of the farm on Vista, owned by Andy Mehl, in the amount of \$60,000 per year. The portables, site development, and any other structure or improvement will be paid for by our financial investor, Michael Wright of Giza Development, who will then lease the building to us at an annual lease rate of 9.5% of the total project cost. Payments to investor will begin upon funding when the school opens, so there will be no facility expenses during the pre-opening year. In the break-even year, the portables cost is lower because we will only need 5 double wides (\$157,850 portables + \$150,000 site development), and in Y1-3 we will need 7 doubles wides (\$192,500 portables + \$150,000 site development). In the pre-opening year there will be some upfront costs for the portables, including transport, prep, and anchoring.

Other Expenses (optional)					
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Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Revolving Loan	50,400.00	37,803.00	37,803.00	37,803.00	Pre-opening year loan; 9.5%, 5 year term
Authorizer Fee	13,000.00	13,000.00	13,000.00	13,000.00	
Marketing	2,500.00	2,500.00	5,000.00	5,000.00	
Office Supplies	7,600.00	10,000.00	15,000.00	17,000.00	Based on Wasatch's actual expenses, adjusted for pop
Postage	1,000.00	1,200.00	1,400.00	1,800.00	Based on Alturas' costs
School Events	2,000.00	2,000.00	2,500.00	3,000.00	Lantern Festival; Mayfaire; Winter Festival
Travel for Training	2,000.00	2,000.00	4,000.00	4,000.00	Exec Dir to Waldorf Alliance in Jan, Y2 & 3 adding Admin
Transportation Contract Services	33250	33250	47600	65450	Quote from First Student
Special transportation (SPED, field trips, etc.)	1350	1350	2700	3300	1 field trip/month, \$150 each; BE year no bussing
Nutrition	46440	86,400.00	97,200.00	113,400.00	\$3 lunch/reduced price \$0.40
Background Checks	500.00	500.00	500.00	500.00	
OTHER TOTALS	\$160,040.00	\$189,003.00	\$129,503.00	\$150,853.00	

Narrative: Break-Even & Operational Budgets

Narrative: 1st Year Cash Flow

In the cash flow report, the carryover in July 2018 is based off of the pre-opening budget ending balance. All other numbers and projections are the same as in this budget. The general fund distribution was based on the early distribution split between July and August 15, and normal distribution dates of November 15, February 15, and May 15 payments, with the understanding that these are approximate, and may require adjustments towards the end of the fiscal year. Special distribution calculations were calculated using the formulas given, and distributed in various months, with the understanding that the numbers and distribution dates are approximate. The distribution months shown were suggested by Julie Oberle from SDE, and Lisa Lechner from Sage International. The transportation reimbursement, the Gifted and Talented distribution, and the Safe and Drug Free Schools distribution are not shown in the cash flow report, as they will likely be received in the following year (year 2). The salaries and wages are calculated with a mixture of salaried employees that receive 12 equal payments throughout the year, and hourly employees who are paid for the 10 month period that they are working at the school. All other expenses are forecasted in the months we estimate we will use them.

List of Attachments

[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix _)	Description
Insurance Quote		
Copier Quote		
Health Insurance quote		

Financial Summary

	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Revenues					
Fundraising	7,893.00	11,200.00	12,595.00	14,485.00	
Contributions/Donations	30,000.00	50,000.00	65,000.00	80,000.00	
Full Day Kinder	45,000.00	45,000.00	45,000.00	45,000.00	
Base Support	236,340.00	385,320.00	487,500.00	618,800.00	

Insurance Quote

The actual premium will be based upon the information you submit. If you are unable to give us any information at this time I would use \$5,000--\$7000 as a rough estimate for your charter application purposes. Please keep in mind that this is a “shot in the dark” without any exposure information to go on.

Allan M. Ranstrom

Senior Vice President | Moreton & Company

Direct: [208-321-2001](tel:208-321-2001) | Fax: [208-321-0101](tel:208-321-0101) | Cell [208-861-3783](tel:208-861-3783)

[12639 W. Explorer Drive Suite 200 Boise, ID 83713](#)

E-mail: allan@moreton.com

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Copy Machine Lease Quote



Proposal & Investment Plan

2017 Kyocera 3552ci

2017 Kyocera Pinpoint Scan Software \$2,500 Value Free

COLOR & B/W (Copy-Print-Color Scan-Fax)

Large 10" LCD touch screen adjustable display

Capture and Distribution

Document Management

Mobile & Cloud

Network Device Management

Output Management

Cost Control / Security

(2) 500 Sheet paper Trays

(1) 1500 Sheet Dual Paper Bank

270 Dual Scan Single Pass Doc Feeder

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Liberty Direct Healthshare or Local Insurance Option



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to \$1,000,000 Per Incident
after Annual Unshared Amount. [See Guidelines](#)

Option 1: Our most comprehensive and popular sharing program

Suggested Monthly Share Amount

	under 30	30-65	over 65
Single	\$149	\$199	\$224
Couple	\$249	\$299	\$349
Family	\$399	\$449	\$499

Annual Membership Dues: At Signup: \$135, Recurring thereafter: \$75

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Appendix I: First Year Cash Flow

PVCS Year One Cash Flow

DESCRIPTION	Projected Amount	July	August	September	October	November	December	January	February	March	April	May	June	FY Actual Total
CASH ON HAND (beginning balance)	\$71,733.00	\$71,733.00	\$253,640.00	\$460,061.00	\$353,055.00	\$374,828.00	\$503,446.00	\$398,117.00	\$292,792.00	\$479,868.00	\$364,869.00	\$285,546.00	\$365,662.00	
<u>INCOME</u>														
General Fund	\$1,346,952.00	\$336,738.00	\$336,738.00			\$252,554.00			\$252,554.00			\$168,368.00		\$1,346,952.00
Special Distributions	\$373,811.00			\$11,800.00	\$140,539.00	\$9,600.00	\$11,800.00	\$9,600.00	\$66,747.00	\$11,800.00	\$35,726.00	\$25,857.00	\$50,342.00	\$373,811.00
Full Day Kindergarten	\$45,000.00			\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00		\$45,000.00
Transportation Reimbursement	\$21,613.00			\$2,401.00	\$2,401.00	\$2,401.00	\$2,401.00	\$2,401.00	\$2,402.00	\$2,402.00	\$2,402.00	\$2,402.00		\$21,613.00
After School Program Donation	\$50,000.00			\$5,555.00	\$5,555.00	\$5,555.00	\$5,555.00	\$5,556.00	\$5,556.00	\$5,556.00	\$5,556.00	\$5,556.00		\$50,000.00
Fundraising	\$11,200.00						\$2,800.00					\$8,400.00		\$11,200.00
TOTAL INCOME	\$1,920,309.00	\$408,471.00	\$336,738.00	24756	\$153,495.00	\$275,110.00	27556	\$22,557.00	\$332,259.00	24758	\$48,684.00	\$215,583.00	\$50,342.00	1848576

EXPENSES														
Salaries/Wages	\$829,631.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,135.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$829,631.00
Benefits	\$229,745.00	\$19,145.00	\$19,146.00	\$19,146.00	\$19,146.00	\$19,146.00	\$19,146.00	\$19,145.00	\$19,145.00	\$19,145.00	\$19,145.00	\$19,145.00	\$19,145.00	\$229,745.00
EDUCATION:														
Professional Development	\$26,915.00		\$16,415.00				\$350.00		\$350.00			\$350.00		\$26,915.00
Student Supplies & Curriculum	\$39,400.00	\$19,700.00					\$9,850.00		\$9,850.00					\$39,400.00
SPED contractors	\$15,360.00			\$170.80	\$170.80	\$170.80	\$170.60	\$170.60	\$170.60	\$170.60	\$170.60	\$170.60	\$170.60	\$15,360.00
Substitutes	\$5,800.00			\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$5,800.00
Testing	\$9,920.00			\$4,960.00								\$4,960.00		\$9,920.00
TECHNOLOGY & OUTLAY														
Technology Services	\$7,800.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$7,800.00
Furniture/Equipment	\$22,000.00	18000											\$4,000.00	\$22,000.00
Subscription/Dues/Software	\$2,243.00		\$938.00				\$1,305.00							\$2,243.00
BOARD EXPENSES														
Legal Fees	\$3,600.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$3,600.00
Audit Fees	\$5,000.00			\$5,000.00										\$5,000.00

Board Training	\$6,600.00		\$2,200.00			\$2,200.00			\$2,200.00					\$6,600.00
FACILITY														
Insurance	\$6,000.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$6,000.00
Facility Lease	\$155,760.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$155,760.00
Investor Payment	\$29,135.00		\$2,635.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$29,135.00
Repairs/Maintenance	\$12,000.00	\$2,000.00		\$250.00	\$250.00	\$2,000.00	\$250.00	\$250.00	\$2,000.00	\$250.00	\$250.00	\$500.00	\$4,000.00	\$12,000.00
Landscaping/Snow Removal	\$8,000.00	\$500.00	\$500.00	\$500.00	\$500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$500.00	\$500.00	\$500.00	\$500.00	\$8,000.00
Utilities	\$20,000.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,666.00	\$1,666.00	\$1,666.00	\$1,666.00	\$20,000.00
TRANSPORTATION														
Transportation	\$33,250.00			\$3,695.00	\$3,695.00	\$3,695.00	\$3,695.00	\$3,694.00	\$3,694.00	\$3,694.00	\$3,694.00	\$3,694.00	\$3,694.00	\$33,250.00
Field Trips	\$1,350.00			\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$1,350.00
MISCELLANEOUS														
Marketing	\$2,500.00					\$625.00	\$625.00	\$625.00	\$625.00					\$2,500.00
Revolving Loan	\$37,803.00	\$3,153.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$37,803.00
Authorizer Fee	\$13,000.00									\$13,000.00				\$13,000.00
Travel for Training	\$2,000.00						\$2,000.00							\$2,000.00
Office Supplies	\$9,000.00	\$7,000.00					\$2,000.00							\$9,000.00

Postage	\$1,200.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$1,200.00
Nutrition	\$86,400.00			\$960.00	\$960.00	\$960.00	\$960.00	\$960.00	\$960.00	\$960.00	\$960.00	\$960.00		\$86,400.00
Background Checks	\$500.00										\$250.00		\$250.00	\$500.00
School Events	\$2,000.00						\$1,000.00				\$1,000.00			\$2,000.00
TOTAL EXPENSES	\$1,623,912.00	\$154,831.00	\$130,317.00	\$131,762.00	\$131,722.00	\$146,492.00	\$132,885.00	\$127,882.00	\$145,183.00	\$139,757.00	\$128,007.00	\$135,467.00	\$119,607.00	\$1,623,912.00
<u>SUMMARY</u>														
PRIOR MONTH CARRYOVER			\$253,640.00	\$460,061.00	\$353,055.00	\$374,828.00	\$503,446.00	\$398,117.00	\$292,792.00	\$479,868.00	\$364,869.00	\$285,546.00	\$365,662.00	
INCOME	\$1,920,309.00	\$408,471.00	\$336,738.00	\$24,756.00	\$153,495.00	\$275,110.00	\$27,556.00	\$22,557.00	\$332,259.00	\$24,758.00	\$48,684.00	\$215,583.00	\$50,342.00	\$1,848,576.00
EXPENSES	\$1,623,912.00	\$154,831.00	\$130,317.00	\$131,762.00	\$131,722.00	\$146,492.00	\$132,885.00	\$127,882.00	\$145,183.00	\$139,757.00	\$128,007.00	\$135,467.00	\$119,607.00	\$1,623,912.00
ENDING BALANCE	\$296,397.00	\$253,640.00	\$460,061.00	\$353,055.00	\$374,828.00	\$503,446.00	\$398,117.00	\$292,792.00	\$479,868.00	\$364,869.00	\$285,546.00	\$365,662.00	\$296,397.00	\$224,664.00

Appendix J: Facilities

Facilities Template Option 1: Lease 5 acres on 2521 W. Victory with Portables and site of new facility.

Idaho Public Charter School Commission Charter Petition: Facility Details	
School Name: Peace Valley Charter	Details for (in order of preference): Option 1
Facility Name / Title: W. Victory Property	Option Status: Likely
Location Address: 2521 W Victory, Boise ID 83705	Primary Vendor Information (if applicable) Agent for his family farm Andy Mehl

Narrative

This option is a 4-5 acre parcel that is part of a 60 acre family farm, located just off the freeway at Vista Ave in Boise. It is flat farmland that can easily be used for buildings and for open space. The land was not originally on the market, but the family agent has been working with us on a plan to lease and then build a school on the northeast corner of the property. The remaining site development costs and portable classrooms will be financed by our investor Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future.

The land is level and flat, with access along W. Victory approximately 380ft of frontage. Site improvements (development of site plus portable setup/pad preparation) includes the following

- Clearing, Grubbing, Rough Grading Site for portable pads plus parking lots
- Placing paving for student drive through and parking lots
- Installing water, sewer, electric, and fire to portable pads, including routing and connections to portables
- Installing fences around immediate footprint of school

PVCS is negotiating with the land owner to include the following in their lease to PVCS:

- Conditional Use Permit
- Lot Line Adjustments
- Initial clearing of farm vegetation and stripping top layer of organic material unacceptable for use as engineered fill in the site development
- Covering costs for up to 50% of the site utility construction (Electric, Sewer, Water, Storm), including associated tap/impact fees

PVCS is in conversation with the land owner to lease the land for \$60,000 year one and will increase lease payment, equivalent to our enrollment growth, for years two and three for a minimum of three years with the option to purchase in the future. PVCS is negotiating with the owner to include pre-development improvements in the lease cost such as land line adjustment, conditional use permit and sidewalks. The estimated overall value of the site development is approximately \$206,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$150,000. Both items are covered in the Giza Development 9.5% leasing agreement.

Draft Facility Budgets

Pre-Opening Expenses

Description	Qty	Unit Cost	Total Cost	Comments
Portables Setup	1 LS	\$48,860	\$48,860	
TOTAL Pre-Opening Costs			\$48,860	

Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Land Lease	1 [YR]	\$60,000	\$60,000	1 [YR]	\$72,000	\$72,000	
Portables Lease	7 x 12 [MO]	\$1,140	\$95,760	8 x 12 [MO]	\$1,140	\$109,440	
Site Development, Portable Site Prep Lease Payment	1 [YR]	\$29,135	\$29,135	1 [YR]	\$29,135	\$29,135	
Electricity Utility Costs	211,950 KWH	\$0.06	\$12,957	242,200 KWH	\$0.06	\$14,320	
Water Utility Costs	2,330 CCF	\$1.75	\$4,076	2,560 CCF	\$1.75	\$4,484	
Sewer Utility Costs	1,410 CCF	\$3.90	\$5,505	1,400 CCF	\$3.90	\$6,056	
Snow Removal	1 [YR]	\$8,000	\$8,000	1 [YR]	\$8,000	\$8,000	

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Repairs and Maintenance	1 [YR]	\$12,000	\$12,000	1 [YR]	\$12,000	\$12,000	
Property and Liability Insurance	1 [YR]	\$6,000	\$6,000	1 [YR]	\$6,000	\$6,000	
TOTAL Year 1 Costs			\$233,435	TOTAL Year 2 Costs			\$261,435

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Land Lease	1 YR	\$72,000	\$72,000				
Portables Lease	9 x 12 [MO]	\$1,140	\$123,120				
Site Development, Portable Site Prep Lease Payment	1 YR	\$29,135	\$29,135				
Electricity Utility Costs	272,500 KWH	\$0.06	\$15,682				
Water Utility Costs	2,795 CCF	\$1.75	\$4,892				
Sewer Utility Costs	1,695 CCF	\$3.90	\$6,607				
Snow Removal	1 YR	\$8,000	\$8,000				
Repairs and Maintenance	1 YR	\$12,000	\$12,000				
Property and Liability Insurance	1 YR	\$6,000	\$6,000				
TOTAL Year 3 Costs			\$277,436	TOTAL Year 4 or Expansion Costs			

Attachment Title	Brief Description	Notes or Considerations
See appendix F	Letter from Giza development	
See appendix F	Letter from A&M	



PVCS - Peace Valley Charter School - Site and Phase 1 Development
2521 W Victory Rd
Boise, ID

Conceptual Estimate Dated Aug 17 2017

Site Development Budget (Excluding Portable Improvements) Sorted by Scope of Work

Groups show total value of work before cost splits as agreed upon by Landlord and Developer.

Line Items with no dollar values are included in other line item costs unless otherwise noted

ESTIMATE DESCRIPTIONS AND ASSUMPTIONS OF SCOPE	BUDGET VALUE
01 - PVCS SCOPE	\$ 164,730
08 - DESIGN & CONSULTANTS	
Civil Engineering	\$ 5,000
Construction Staking & Layout	\$ 1,250
02 21 00 CONSTRUCTION SURVEYING, SWPPP AND EROSION CONTROL	
Design SWPPP	\$ 750
File for NOI	
Install SWPPP and NOI measures - Site only	\$ 560
Maintain, Monitor SWPPP	\$ 560
31 00 00 EARTHWORK & EXCAVATION	
Rough Grade Site (Average 1' Cut and Fill Throughout site)	\$ 29,040
32 17 00 PAVING & STRIPING	
Place and Prep Parking Lot Base (1 1/2" over 4" Gravel, 8" Pit Run)	\$ 25,650
Place and Prep Student Pickup Base (2" over 6" over 10")	\$ 5,875
Place 2" Asphalt	\$ 9,520
Place 1 1/2" Asphalt for Parking Lot Paving	\$ 41,550
32 30 50 SITE CONCRETE	
FPF Integral curbs and gutters	\$ 5,400
FPF Valley Gutters (6" thick @ 4" Wide)	\$ 10,500
33 22 10 SITE STORM	
Catch Basin Allowance	\$ 12,500
Storm Drain Piping - up to 200 LF	\$ 6,000
Seepage Bed Allowance	\$ 10,575
02 - ANDY MEHL SCOPE	\$ 87,910
08 - DESIGN & CONSULTANTS	
Geotechnical Investigations	\$ 6,000
90 00 03 PERMITS & FEES	
City of Boise Building Permit Fee Allowance	\$ 20,000
Conditional Use Permit Fee Allowance	\$ 20,000
31 00 00 EARTHWORK & EXCAVATION	

PVCS - Peace Valley Charter School - Site and Phase 1 Development
2521 W Victory Rd
Boise, ID

Conceptual Estimate Dated Aug 17 2017

Site Development Budget (Excluding Portable Improvements) Sorted by Scope of Work

Groups show total value of work before cost splits as agreed upon by Landlord and Developer.

Line Items with no dollar values are included in other line item costs unless otherwise noted

ESTIMATE DESCRIPTIONS AND ASSUMPTIONS OF SCOPE	BUDGET VALUE
Clear and Grub Allowance	\$ 5,000
Strip 1' of Organics and Stockpile	\$ 19,360
32 30 50 SITE CONCRETE	
FPF Fillets at Approaches	\$ 1,200
32 80 00 LANDSCAPE & IRRIGATION	
Landscaping and Irrigation Allowance - Frontage Buffer	\$ 16,350
02a - ANDY MEHL SCOPE SPLIT 50/50	\$ 81,920
90 00 03 PERMITS & FEES	
Fixture Count impact Fee	\$ 11,795
Connection Fee - 8" Stub @ Victory	\$ 16,000
Meter	\$ -
City of Boise Water Assessment Fee	\$ 5,000
Impact Fees - N/A for United Water	\$ -
33 26 00 SITE ELECTRICAL	
Idaho Power Tap to 34.5 kV line @ Victory Rd	\$ 25,000
Install 480V Transformer	
Idaho Power Design and Tap Fees	
Underground Electrical Allowance - Rough-In Conduit from Idaho Power Transformer/Pole to building pad	\$ 1,875
33 22 00 SITE WATER	
Furnish and Install Water Meter	\$ 5,000
Water Line Allowance - Up to 4", Stub out within 5' of building line	\$ 2,500
33 22 20 SITE SEWER	
Sewer Allowance - Up to 8" @ 125 LF	\$ 6,250
33 21 00 SITE FIRE	
Fire Line Allowance - Up to 8", 75' of Line	\$ 4,000
Fire Hydrant Allowance	\$ 4,500

PVCS - Peace Valley Charter School - Site and Phase 1 Development
2521 W Victory Rd
Boise, ID

Conceptual Estimate Dated Aug 17 2017

Site Development Budget (Excluding Portable Improvements) Sorted by Scope of Work

Groups show total value of work before cost splits as agreed upon by Landlord and Developer.

Line Items with no dollar values are included in other line item costs unless otherwise noted

ESTIMATE DESCRIPTIONS AND ASSUMPTIONS OF SCOPE	BUDGET VALUE
01 - PVCS SCOPE	\$ 164,730
02 - ANDY MEHL SCOPE (NOT COVERED BY PVCS)	
02a - ANDY MEHL SCOPE SPLIT 50/50	\$ 40,960
TOTAL SITE DEVELOPMENT COSTS LEASED BY GIZA DEVELOPMENT	\$ 205,690
SITE DEVELOPMENT YEARLY LEASE PAYMENT AT 9.5%	\$ 19,541

DRAFT



Andy Mehl

GENERAL PARTNER | A&M LLLP

CONTACT

Andy Mehl
2029 E Easy Jet
Meridian, ID 83642
amehl@cableone.net
208-863-2324

LAURA HENNING

PEACE VALLEY BOARD PRESIDENT

05/30/2017

Dear Laura Henning,

This letter is to confirm we are in negotiations for a portion of our third generation family farm being the site for the new Peace Valley Charter School. Based on our conversations, the general partners in A&M LLLP are in support of providing a lease to purchase arrangement for a portion of the 61 acres and we plan to continue to farm the remainder for the foreseeable future, which we feel would provide an ideal setting and unique opportunities for the students and the school.

Sincerely,
Andy Mehl





Andy Mehl

GENERAL PARTNER | A&M LLLP

CONTACT

Andy Mehl
2029 E Easy Jet
Meridian, ID 83642
amehl@cableone.net
208-863-2324

MS HENNING

PEACE VALLEY BOARD PRESIDENT

07/18/2017

This letter is to confirm we are continuing negotiations for a portion of our family farm being the site for the new Peace Valley Charter School. Based on our discussion, the general partners in A&M LLLP are in support of providing a lease to purchase arrangement for approximately 4-5 acres of northeast corner (about 380 feet of road frontage) being negotiated at \$60,000 for year 1 starting Sept 1, 2018 to June 30, 2019 with an increase in years 2 and 3 proportionate to increase in enrollment. Projection is \$72,000 year 2.

A minimum of a 3 year lease with the option to purchase.

A&M would cover the predevelopment costs of the site as site improvements as part of the lease to include items like lot line adjustment, conditional use permit, curb and gutter and water stub. Terms still to negotiate include bringing power, gas, and sewer to the site. Possible 50/50 split.

Peace Valley will assume its share of the site development mentioned above plus the hookup of all mentioned utilities plus all landscaping, parking and lighting, ACHD school checklist and fire department requirements. All is contingent upon charter commission approval of the Peace Valley plan.

Sincerely,
Andy Mehl

Quotation


Customer:	Peace Valley Charter School	Ship To:	
Attention:	- peacevalleycharter@gmail.com		
Phone #:	Laura 208-340-4498		

Date: 6.30.17	Terms: Upon Invoice	Ship Via: Common Carrier
Salesperson: Steve Haynie	Quotation good for 30 days, subject to availability	

Qty.	Description		
1	28x64 dry/wet classroom		
<u>Lease Pricing</u>			
<u>Building Charges</u>			
Lease Rate:	Based upon <u>36</u> Mo. Lease Term	Monthly	1,100
Property tax		Monthly	<u>40</u>
Total Monthly (excluding sales tax)			1,140
Total Rental for Term			41,040
<u>One Time Charges (Billed at start of Lease)</u>			
Delivery:			400
Installation with ramp and gutters:			4,200
Anchors			1,000
Painted wood Skirting			<u>2,500</u>
Sub-Total			8,100
<u>One Time Charges (Billed at end of lease)</u>			
Return Delivery:			400
Dismantling:			3,500
Remove anchors/ skirting- disposal			<u>1,000</u>
Sub-Total			4,900
<u>Options</u>			
New foundation plans \$700 if required with wet stamp			
Quote does not include utilities/ permits/site prep fire alarm			
Total			62,500

These spacious and energy efficient modular classroom buildings are 64 feet long and 28 feet wide and include:

- Two oversized classrooms, no need to downsize
- Up-graded vinyl covered wall panels for a friendly teaching environment
- Acoustical T-bar ceiling, decreases the noise traveling from room to room
- Energy efficient fluorescent lighting, won't put a squeeze on your utility budget
- Decorative exterior siding for a contemporary and professional appearance
- Central Heating and Air Conditioning, provides a comfortable learning environment

<p>Your Local Sales Professional: Phone: 866-889-7777</p>	<p>28' x 64' Modular Classroom Building Delivered ready to use "On-Time and On Budget"</p> <p><small>Floor plans and illustrations may vary from the actual building. Additional building sizes are also available.</small></p>	 <p>DesignSpace MODULAR BUILDINGS <i>From Vision to Reality On Time and On Budget</i></p> <p>www.dsmbi.com</p>
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**PEACE VALLEY CHARTER SCHOOL
W VICTORY ROAD
PRELIMINARY SITE LAYOUT**

DATE: 06-20-17

01.0



Option 2: Lease Portables, Lease Land W. State Street

DRAFT

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Peace Valley Charter	Details for (in order of preference): Option 2 <input type="text"/>
Facility Name / Title: State Street	Option Status: Possible <input type="text"/>
Location Address: 8358 W State Street, Boise	Primary Vendor Information (if applicable)

Narrative

This State Street option is located between Roe and Bogart, in a central location with easy access from both the east and west sides of the valley. It is 4 acres, within close proximity to parks, nature, and water access. It is a previously developed commercial space with many of the utilities stubbed and readily available at the North side of the property. The site development costs and portable classrooms will be financed by our Investor/Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future.

The land is level and flat, with access along Limelight Street. Site improvements (development of site plus portable setup/pad preparation) include the following:

- Demolition of existing structures, clearing, grubbing, rough grading existing site to accommodate new school layout
- Placing paving for student pickup
- Installing fire services for the school facility Installing water, sewer, and electric to portable pads, including routing and connections to portables.
- Installing fences around immediate footprint of school.

The estimated overall value of the site development is approximately \$174,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$159,000. Both items are covered in the Giza Development 9.5% leasing agreement.

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Portables Setup	1 LS	\$48,860	\$48,860	
			TOTAL Pre-Opening Costs	
			\$48,860	

Operating Expenses: Year 1 & Year 2

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Land Lease	1 [YR]	\$87,400	\$87,400	1 [YR]	\$87,400	\$87,400	
Portables Lease	7 x 12 [MO]	\$1,140	\$95,760	8 x 12 [MO]	\$1,140	\$109,440	
Site Development, Portable Site Prep Lease Payment	1 [YR]	\$26,988	\$26,988	1 [YR]	\$26,988	\$26,988	
Electricity Utility Costs	211,950 KWH	\$0.06	\$12,957	242,200 KWH	\$0.06	\$14,320	
Water Utility Costs	2,330 CCF	\$1.75	\$4,076	2,560 CCF	\$1.75	\$4,484	
Sewer Utility Costs	1,410 CCF	\$3.90	\$5,505	1,550 CCF	\$3.90	\$6,056	
Snow Removal	1 [YR]	\$8,000	\$8,000	1 [YR]	\$8,000	\$8,000	
Repairs and Maintenance	1 [YR]	\$12,000	\$12,000	1 [YR]	\$12,000	\$12,000	
Property and Liability Insurance	1 [YR]	\$6,000	\$6,000	1 [YR]	\$6,000	\$6,000	
			TOTAL Year 1 Costs			TOTAL Year 2 Costs	
			\$258,688			\$274,689	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	Year 3 Qty	Year 3 Unit Cost	Year 23 Total Cost	Comments
Land Lease	1 [YR]	\$60,000	\$60,000				
Portables Lease	7 x 12 [MO]	\$1,140	\$123,120				
Site Development, Portable Site Prep Lease Payment	1 [YR]	\$26,988	\$26,988				
Electricity Utility Costs	272,500 KWH	\$0.06	\$15,682				
Water Utility Costs	2,795 CCF	\$1.75	\$4,892				
Sewer Utility Costs	1,695 CCF	\$3.90	\$6,607				
Snow Removal	1 [YR]	\$8,000	\$8,000				
Repairs and Maintenance	1 [YR]	\$12,000	\$12,000				
Property and Liability Insurance	1 [YR]	\$6,000	\$6,000				
		TOTAL Year 3 Costs	\$290,689		TOTAL Year 4 Costs		

List of Attachments

Attachments

Attachment Title	Brief Description	Notes or Considerations
Appendix F	See Giza Dev Letter	

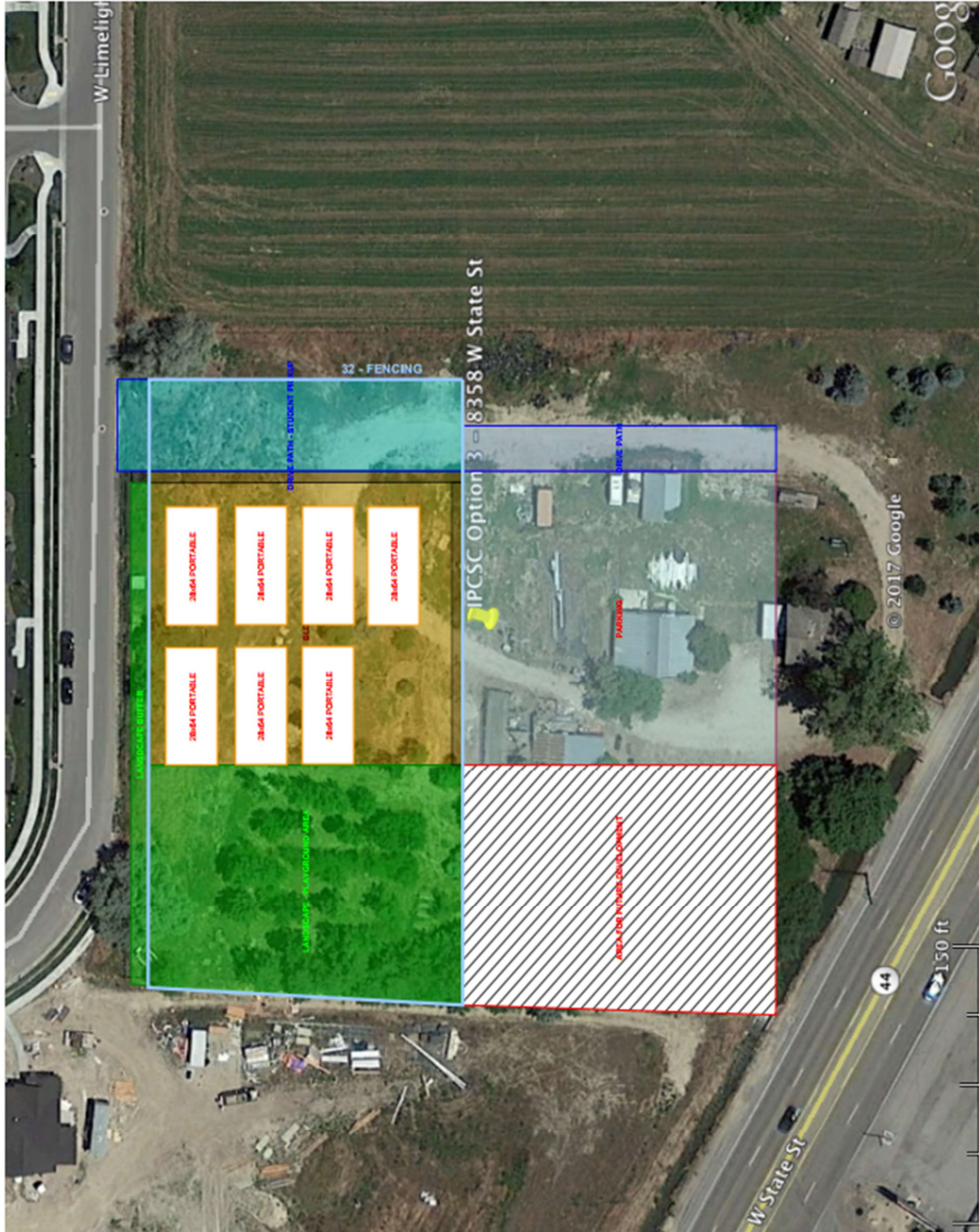
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PEACE VALLEY CHARTER SCHOOL 8358 W STATE ST FEASIBILITY SITE LAYOUT

PREPARED BY: MC
DATE: 09-11-2017

01.0



Option 3: Lease East Wing of 3100 Lakeharbor, Boise

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Peace Valley Charter	Details for (in order of preference): <input style="width: 100%;" type="text" value="Option 3"/>
Facility Name / Title: Lake Harbor	Option Status: <input style="width: 100%;" type="text" value="Likely"/>
Location Address: 3050 Lakeharbor Lane	Primary Vendor Information (if applicable)

Narrative

Approximately 14,756 SF of existing office/retail space at Lakeharbor near Collister and State Street. Under new ownership by Sawtooth Development/Whiting-Leasure and represented by Thornton-Oliver-Keller, the flexible and available space at this site allows us flexibility in the tenant improvements to construct a K-8 school space with many maintenance services covered by the Landlord under a full-service lease agreement.

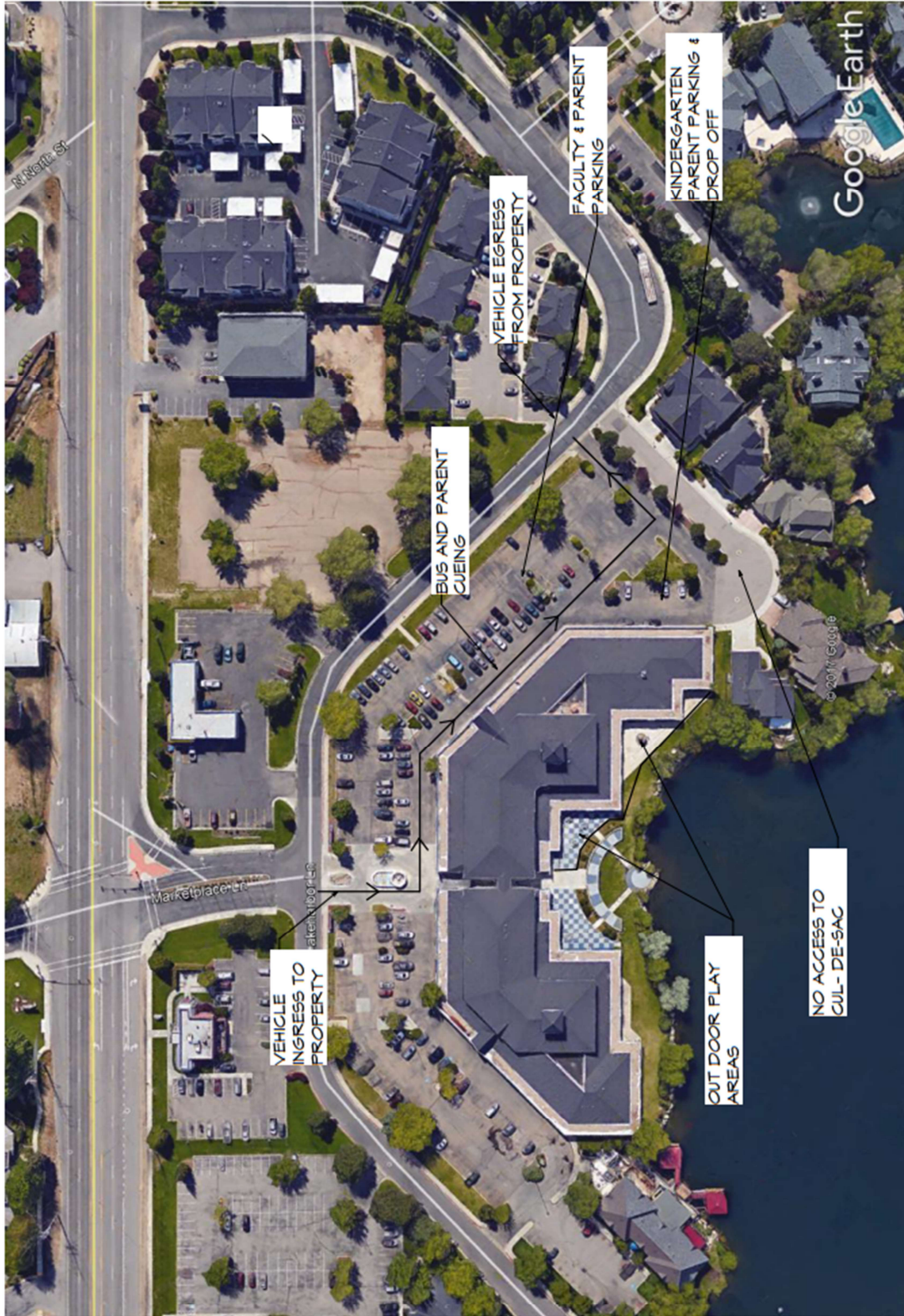
- Overall tenant improvements for Lakeharbor include the following:
- Demolition of existing space not needed for the classroom spaces, including existing partition walls, flooring, carpet, ceiling tile as required, and areas needed for new restrooms exclusive for the school
 - Re-frame/finish walls as required to meet code compliance
 - HVAC tie-ins to existing mechanical systems to provide additional space conditioning required for school occupancy
 - Tie ins and re-layout of existing lighting and power systems to accommodate school occupancy classrooms (electrical systems appear adequate to support classroom use rooms and the minimal IT/Data requirements needed to support the Waldorf-inspired educational methods)
 - Flooring, finishes, door and specialty hardware required to support school occupancy

The 3-year plan includes planned expansions on years 2 and 3 at roughly 1,800 SF / year to accommodate student growth, which this space is readily able to provide.

Draft Facility Budgets

Pre-Opening Expenses (required)





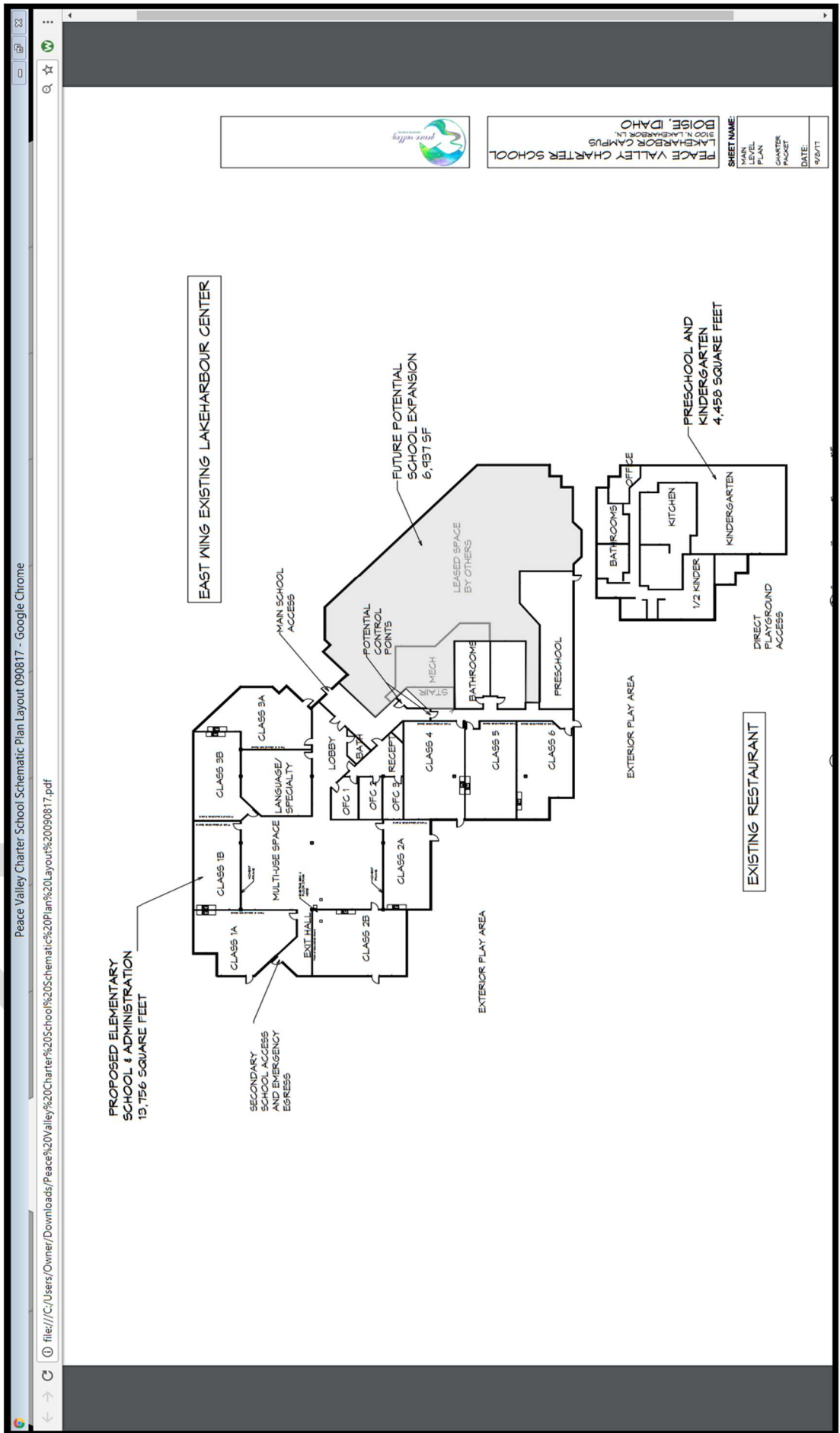
1 SITE PLAN
 1/28/2017

A1.1



PEACE VALLEY CHARTER SCHOOL
 LAKEHARBOR CAMPUS
 3100 N. LAKEHARBOR LN.
 BOISE, IDAHO

SHEET NAME:	SITE PLAN
PLANNING NUMBER:	
DATE:	9/2/17



PEACE VALLEY CHARTER SCHOOL
 5100 LAKEHARBOR CAMPUS
 RIVERVIEW, IDAHO

SHEET NAME:
 MAIN
 FLOOR
 PLAN
 QUANTITY
 SCHEDULE
 DATE:
 9/26/17



Peace Valley Charter School Schematic Plan Layout 090817 - Google Chrome

file:///C:/Users/Owner/Downloads/Peace%20Valley%20Charter%20School%20Schematic%20Plan%20Layout%20090817.pdf



FACILITIES PROJECT SCHEDULE

UPDATE 09-11-2017

Info	Name	Start	Finish	Q2 2017		Q3 2017		Q4 2017			Q1 2018			Q2 2018		Q3 2018			Q4 2018			Q1 2019			Q2 2019		
				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
1	▼ PVCs - FACILITIES PROJECT	Aug 14, 2017	Sep 5, 2018																								
2																											
3	► PROJECT INITIATION AND KICK-OFF	Aug 14, 2017	Aug 28, 2017																								
8																											
9	► IPCSC REVISED PETITION DEVELOPMENT AND APPROVAL	Aug 15, 2017	Oct 13, 2017																								
18																											
19	► OBTAIN SITE CONTROL	Aug 29, 2017	Oct 30, 2017																								
24																											
25	► PLANNING AND ZONING - CONDITIONAL USE PERMIT APPROVAL	Sep 7, 2017	Dec 27, 2017																								
33																											
34	► BUILDING PERMITTING AND CONSTRUCTION	Dec 28, 2017	Sep 5, 2018																								

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Appendix K: Pre-opening Timeline

Idaho Public Charter School Commission					
Charter Petition: Pre-Opening Timeline					
► Phase 1: Immediately After Receiving Charter					
Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Fundraising	Enact list and timeline of grants to apply for during pre-operational period	Board of Directors	Jo Burgoon	05/01/2017	11/30/2017
Board Governance	Begin Board Committees Work: Facilities & Procurement Committee, Board Development Committee, Budget Committee, Fundraising Committee, Pedagogical Committee, Marketing Committee	Board of Directors	Laura Henning	05/15/2017	08/15/2017
Marketing	Develop media strategy and mass marketing plans	Marketing Committee	Jo Burgoon	06/01/2017	6/30/2017
Fiscal Management	fiscal support (accounting, budget, payroll, banking, auditing, purchasing) and outline fiscal policies regarding checks, PO's, etc. On-going	Board of Directors	Treasurer	06/01/2017	On-going

Marketing	New Version of Webpage goes live	Tech Committee	Brent Thomas	6/1/2017	10/30/2017
Marketing	Continue outreach to build partnerships per charter marketing plan	Marketing Committee	Jo Burgoon	06/01/2017	09/30/2017
Board of Governance	Attend meetings sponsored by state, superintendent, accreditation briefings, legislative briefings, etc.	Board of Directors		Upon approval	On-going
Board Governance	Prepare Board Books for all members	Board Development Committee	Alan Mulligan	07/01/2017	07/31/2017
Fundraising	Coordinate details fundraising events and develop strategy for donor recognition	Fundraising Committee	Jo Burgoon	07/01/2017	10/15/2017
Marketing and PR	Advertise Enrollment Window	Marketing Committee		Early Nov 2017	Lottery date
Fundraising	Draft grant applications	Fundraising Committee	Laura Henning	04/01/2017	Ongoing
Board Governance	Submit 501c3	Board Development Committee	Kristyn Carr	06/01/2017	08/30/2017
Board Governance	Make decisions on contracts for pre-operational positions	Board of Directors	Board	08/01/2017	08/30/2017
Facilities	Finalize construction/architecture needs	Facilities Committee	Meir Cabaltera	08/01/2017	11/30/2017

Fiscal Management	All committees turn in pre-operational budgets to budget committee	Committee Chairs	Red Apple	08/01/2017	09/30/2017
Board Governance	Review offer, financing, and other terms for facility and approve	Board of Directors	KarliLove	08/01/2017	10/31/2017
Fiscal Management	Identify individuals responsible for lead on various funding sources: grants, loans, private donations	Board of Directors	Budget Committee	08/01/2017	08/31/2017
Board Governance	Secure signed Board Agreements for all members	Board Development Committee	Alan Mulligan	08/01/2017	08/31/2017
Board Governance	Interview and contract for pre-operational positions	Board of Directors	Board	09/01/2017	10/30/2017
Facilities	Finalize location	Board of Directors	Facilities Committee	09/01/2017	11/30/2017
Board Governance	Finalize policy and procedure headers list: Parent/Student handbook, Employee Handbook, Required Policies, Governance Policies	Board Development Committee	Exec Director	09/01/2017	09/30/2017
Fiscal Management	Approve Pre-operational budget	Board Directors	Budget Committee	9/01/2017	10/30/2017
Other	Performance certificate signed and on file	Board of Directors	Laura Henning	10/12/2017	12/26/2017
Fundraising	Develop passive fundraising opportunities	Fundraising	Jo Burgoon	9/01/2017	10/30/2017

	such as Fred Meyer, Amazon Smile, Whole Foods, etc.	Committee			
Board Governance	Present Student/Parent Handbook policies to Board for approval	Board Development Committee	Eric Mc Donald	10/01/2017	11/30/2017
Other	Determine curriculum alignment, assessment, and key student activities	Administrator	Pedagogical Committee	09/01/2017	4/30/2018
Marketing	Implement campaign to promote lottery applications	Marketing Committee	Jo Burgoon	10/15/2017	
Fiscal Management	Select and set up accounting and IT systems	Budget Committee	Karli Love	10/01/2017	12/31/2017
Human Resources	Conduct outreach to locate teachers with Waldorf interest	Marketing Committee	Pedagogical Committee	09/01/2017	12/31/2017
Marketing	Continue monthly open house and other community events	Marketing Committee		05/01/2017	ongoing
Board of Governance	Maintain regular contact with authorizer	Board of Directors		Upon approval	On-going

► Phase 2: 6 to 9 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Facilities	Begin procurement lists for furniture, supplies, etc. Identify potential vendors.	Facilities Committee	Laura Henning	11/01/2017	11/30/2017

Facilities	Finalize plans with architect/contractor	Facilities Committee	Meir Cabaltera	11/01/2017	12/01/2017
Marketing	Hold informational meetings at or near school site	Marketing Committee	Jo Burgoon	11/01/2017	1/15/2018
Human Resources	Determine HR benefits for employees	Red Apple	Kristyn Carr	11/01/2017	12/31/2017
Enrollment / Lottery	Begin accepting lottery applications	Marketing Committee	Jo Burgoon	12/01/2017	Lottery date
Board Governance	Present Employee Policies / Handbook to Board for Approval	Board Development Committee	Pedagogical Committee	11/01/2017	12/31/2017
Human Resources	Complete full staffing plan with job descriptions, qualifications, and pay scale, including administration, teachers and support staff	Administrator	Exec Director	11/01/2017	12/31/2017
Other	Work on plans for after school programming, including options and times offered, fees, etc.	Pedagogical Committee	Ruth Bucklin	10/01/2017	12/31/2017
Other	Identify Parent involvement components including volunteer opportunities and other programs	Pedagogical Committee	Eric McDonald	11/01/2017	1/30/2018
Enrollment / Lottery	Run lottery and identify enrollment	ED/ Administrator	Laura Henning	01/15/2018	01/30/2018
Fundraising	Distribute information to interested families about passive fundraising opportunities.	Fundraising Committee	Marketing Committee	11/01/2017	ongoing
Human Resources	Post / recruit for all staff positions	Exec Director	Pedagogical Committee	01/01/2018	03/31/2018
Other	Procurement of technology, furnishings, supplies, curriculum	Administrator	Exec Director	1/01/2018	05/31/2018
Board Governance	Present Required / Governance Policies	Board Development Committee	Jackie Hopper	01/01/2018	02/28/2018

Marketing	Hold informational meetings at or near school site	Marketing Committee	Jo Burgoon	01/01/2018	1/15/2018
Facilities	Begin development	Facilities Committee	Laura Henning	01/15/2018	06/30/2018

► Phase 3: 3 to 6 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Other	Curriculum scope and sequence for grades to be served in the first year are complete	Pedagogical Team	Ruth Bucklin	01/01/2018	05/31/2018
Human Resources	Establish contracts for teachers and all required staff	Executive Director	Laura Henning	02/01/2018	02/28/2018
Human Resources	Begin hiring of all employees and continue recruitment as necessary	Executive Director	HR Committee	02/01/2018	05/31/2018
Other	Assess staffing needs, including review of SPED needs per IEP's	Administrator	Education Committee	02/01/2018	02/28/2018
Board Governance	Attend New Charter School Bootcamp	Board of Directors	Laura Henning	04/01/2018	04/30/2018
Other	Finalize SPED manual and procedures	Administrator	Education Committee	03/01/2018	04/30/2018

► Phase 4: 0 to 3 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Other	Proof of attendance at new charter school boot camp provided	Board of Directors	Laura Henning	05/01/2018	05/31/2018
Enrollment	Current enrollment figures based on completed enrollment forms, documented and submitted.	Executive Director		05/01/2018	05/31/2018
Enrollment	Break even or better enrollment achieved	Executive Director		05/01/2018	05/31/2018
Facilities	Copy of facility lease or mortgage has been submitted to authorizer	Exec Director	Karli Love	05/01/2018	05/31/2018
Facilities	Facility inspections have been initiated, timeline established for required improvements	Facilities Committee	Meir Cabaltera	05/01/2018	05/31/2018
Other	School Calendar in place for upcoming school year	Administrator	Education Committee	05/01/2018	05/31/2018
Fiscal Management	Internal Control Policies adopted	Board of Directors	Karli Love	05/01/2018	05/31/2018
Fiscal Management	All required and appropriate insurance policies obtained	Board of Directors	Karli Love	05/01/2018	05/31/2018
Human Resources	Copies of signed contracts submitted as required	Human Resources Committee	Kristyn Carr	05/15/2018	05/31/2018

Human Resources	Special Education Director Identified and hired	Human Resources Committee		04/01/2018	05/31/2018
Other	Finalize teaching schedules, professional development and teacher training plans	Administrator	Pedagogical Director	04/01/2018	05/31/2018
Fiscal Management	Charter School Advance Payment Request submitted	Red Apple	Business Manager	05/15/2018	06/01/2018
Other	Develop policies and procedures for identifying and servicing EL and SPED students	Exec Director	SPED Director	05/15/2018	06/15/2018
Fiscal Management	Consolidated federal and state grant application	Red Apple	Business Manager	06/01/2018	06/30/2018
Other	Develop Finalize school policy book	Exec Director		06/01/2018	06/30/2018
Other	Develop policies and procedures for student record receipt and review		Karli Love	06/01/2018	06/30/2018
Fiscal Management	Annual Budget approved and submitted to SDE, PCSC	Red Apple	Business Manager	06/15/2018	07/15/2018
Other	Develop system for gathering and reporting student data needed for federal entitlement programs	<u>E.D.</u>	Business Manager	06/01/2018	07/15/2018
Other	Education Directory Updates to SDE	Red Apple	Business Manager	07/15/2018	07/30/2018
Other	School Assurance Form for all required policies submitted as required (includes a	Red Apple	Business Manager	07/15/2018	07/31/2018

	dozen+ items listed elsewhere)				
Facilities	Certificate of Occupancy awarded and on file	Facilities Committee	Meir Cabaltera	07/01/2018	07/31/2018
Facilities	Fire Inspection, Building Inspection, Health District Inspection conducted, passed and on file	Facilities Committee	Meir Cabaltera	07/01/2018	07/31/2018
Facilities	Custodial / maintenance services contract in place	Facilities Committee	Karli Love	07/01/2018	07/31/2018
Fiscal Management	Independent Auditor contract developed	Board of Directors	Board Treasurer	07/01/2018	07/31/2018
Fiscal Management	Forms acquired for PO, checks, reimbursements, leave requests, etc.	Board of Directors	Board Treasurer	07/01/2018	07/31/2018
Human Resources	All teachers are properly licensed, documentation on file	Board of Directors	Administrator	06/01/2018	07/31/2018
Pedagogical	Professional Development Training.-Admin take Gradalis summer intensive. Staff take corresponding training on SIS software etc.	Executive Director		5/1/2018	07/31/2018
Human Resources	Special Education record keeping procedures and responsible staff identified	Colleen Matthews	Education Committee	07/01/2018	07/31/2018
Human Resources	Submit all staff listing with titles, positions, and any vacancies to PCSC	Executive Director		07/15/2018	07/31/2018
Board	Board Meeting Calendar	Board of	Board	06/01/2018	07/31/2018

Governance	established	Directors	Secretary		
Board Governance	Submit meeting minutes from at least one board meeting in past 60 days to PCSC	Board Secretary	Exec Director	07/15/2018	07/31/2018
Board Governance	Implement board training plan	Board of Directors		06/01/2018	07/31/2018
Facilities	Facility complete and furnished	Facilities Committee	Meir Cabaltera	07/01/2018	08/15/2018
Facilities	Complete community facility projects: playground, planters etc	Facility Committee	Meir Cablatera	07/01/2018	08/15/2018

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Appendix L: Staff Professional Development and Evaluation

Staff Professional Development

Peace Valley will provide dynamic and appropriate professional development preparing staff members for maximum success. Staff development will take place prior to the start of the school year and periodically during early-release and designated professional development days, ensuring that educators are ready to meet Idaho Core standards and Waldorf expectations on Day 1.

Teachers will also receive mentorship from school leaders and others within the Waldorf network throughout the school year. The focus of these mentorships will include but are not limited to lesson study, analyzing data, differentiation, and program fidelity.

Development opportunities will include topics such as:

- SIS Software Training
- Video: The Challenge of Rudolf Steiner
- Student Assessment
- Student Behavior Support (Three Streams)
- Curriculum Scope and Sequence
- Understanding Data and How to use it
- Students with Special Needs and Working with IEPs
- Developing Citizenship Skills
- Emergency Preparedness
- Literacy Intervention
- Teaching mathematics in the Waldorf Curriculum
- Assessment and technology use to track student learning
- Teachers as leaders in inquiry and equity
- Structuring the main lesson block
- Main block curriculum resources
- Integrating music and movement into the classroom
- Reading and writing in the Waldorf curriculum

Involvement of Teachers through the Faculty Council

Teachers at Peace Valley participate in the governance structure through the Faculty Council. The Faculty Council consists of all members of the teaching staff. The Faculty Council is trained on their role and interaction with the Governing Board and School Administrators, meeting Waldorf expectations of cross-collaboration and empowerment. The Faculty Council ensures that those closest to students have a significant voice in the school's decision-making process.

Regular Evaluation

In order to provide valuable feedback and support, teachers are regularly evaluated. Many of these evaluations are formative in nature, consisting of short "walk-throughs" along with full

lesson observations. Evaluators will use a formal tool that utilizes prompts and offers valuable feedback related to instruction, assessment, and classroom culture. Beyond the informal evaluations, formal evaluations take place two times a year with the second observation more summative in nature. Ultimately, the evaluations lead to intentional support and conversations about how to improve, along with decisions regarding renewal and compensation. A detailed description of formal faculty evaluations will be found in the Employee Handbook, “Teacher Evaluations.”

On-going Assessment of Performance

Teacher Evaluation Team will schedule formal observations in each classroom at least twice per year. Using a tool to guide their observations, they will look for what the students are doing, what the teacher is doing, what the student work product looks like. To mitigate the chance that a few isolated or planned observations could be unrepresentative of the “real picture” in a classroom, administrators also conduct occasional informal “drop-in’s” (at least twice per month). Administrators do not announce these “drop-by” visits to the teacher, so that the observation is as authentic as possible. Administrators look for effective instructional practices. An administrator follows-up within 48 hours with a brief “learning talk” between the teacher and administrator, highlighting the positive and, in some cases, offering constructive critical feedback. In all, administrators observe and visit with each teacher between 15 and 20 times per year (2 times formally, the rest, informally), with improved instruction as the goal of each observation and discussion. Moreover, each year, administrators will ask teachers to set SMART goals (Specific, Measurable, Achievable, Results-oriented, Time-bound). Administrators will discuss these goals during the formal supervisory visits, 2 times per year. Administrators will request that teachers bring the following items to these learning visits: current grade books, curricular materials, student performance samples (e.g. a student work sample), and other instructional artifacts. Administrators and teachers will use these items to guide the discussion and focus on desired student outcomes.

Peace Valley’s Executive Director may also recruit experienced Waldorf teachers and educators or teachers from outside of PVCS to participate in the evaluation process of PVCS teachers during one of the first evaluation periods each year and on an informal basis. The involvement of external evaluators will help to diversify the feedback and perspective given to the teaching staff. In addition, it serves to ensure the objectivity and fidelity of the interviews conducted by PVCS administrative staff. Administrators and administrative staff are evaluated twice annually (December/January and May/June). Administrative evaluations include revisiting job descriptions, self-assessment of recent performance, goals, reflective discussion questions, commendations, and recommendations for improvement. Other staff members are evaluated by their directors at least semiannually. A detailed description of formal faculty evaluations will be found in the Employee Handbook, “Faculty Evaluations.”

Waldorf Training and Certification

Becoming a certified Waldorf teacher is an important element of becoming a top-notch Peace Valley educator. This seven-semester program typically takes three years to complete and is designed for the practicing teacher. The cost of the certification will be left to each staff member, but upon completion each certified staff will receive a pay increase. A teacher would be able to recoup the cost of the training within three years upon completion and maintain the elevated salary for years to come.

The following overview both the Art of Teaching week-long course and the seven-semester certification course

1. **The Art of Teaching** - These classes are recommended for new and returning teachers who would like to concentrate on the upcoming grade they will be teaching. The Art of Teaching classes cover a variety of information designed to ready the teacher with stories, art, academics and pedagogically appropriate content. Many teachers take these classes before starting each year. These grade specific classes are 1 week long.
2. **Gradalis Teacher Certification**
Peace Valley highly encourages all classroom teachers who do not have a completed Waldorf teacher certification to participate an approved Waldorf certification program like Gradalis, starting the summer before the school opens or within two years of being hired.

GRADALIS offers a full Waldorf teacher training for grades 1-8 and early childhood teachers in public and private Waldorf schools through a curriculum specializing in support for the working teacher. Some focus is paid to working with Waldorf education and the Common Core Standards.

PROGRAM COMPONENTS

- Summer Intensives (generally two-weeks in mid to late June and early July) are face-to-face intensives located at a Waldorf school in one region e.g. Salt Lake City, Utah, and require travel to SLC for this 2-week period.
- Monthly on-line mentoring support from Grade Level Instructors/webinar leaders to provide support for main lesson content and other aspects of the training
- Practicum Weekends (one each per fall and spring semesters) that include philosophy of education, arts training and experience, and Waldorf curriculum. These are face-to-face trainings as well and require travel to SLC or another region as announced.
- Philosophical webinars that include Anthroposophical underpinnings of Waldorf educational work, understanding of the human being and child development (4 per year—2 each in the fall and spring semesters)
- Pedagogical Webinars incorporating Candidate Study Coursework (two per year—one each in the fall and spring semesters)
- Field Mentoring: fall and spring classroom visits and mentoring from a personally-assigned GRADALIS Field Mentor (FM). FMs travel to the school where the candidate is teaching.
- Externship/Internship—Candidates receive credit for their work in their classrooms where they implement what they are learning in GRADALIS coursework.

Appendix M: Curriculum Alignment Overview

Alignment of Idaho Content Standards and Waldorf Pedagogy across the Elementary Grades

The Idaho Content Standards are very close to the National Common Core State Standards Initiative (http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf), especially the Anchor Standards for K-8. Peace Valley notes that the Common Core is not intended to prescribe the educational methodology of the achievement of its standards, but rather to lay out the essential skills which are deemed necessary for a student's reasonable progress through the educational stages, with a mind to high school and college readiness. The Guiding Documents (p.5: "What is Not Covered by the Standards") further declare that these standards can only address certain core skills, and "must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document".

There is a presumption inherent in the standards that there will be students who fall "well below or well above grade-level expectations". We assert that the Waldorf methodology, though it may initially differ slightly from the Content Standards in its timing for the acquisition of certain core skills, allows for almost all students to achieve those skills readily when they are brought, and leaves room for many students to fly beyond the standard skill set with no hampering of their academic growth. And by allowing for a timing which more appropriately meets the developmental needs of the majority of children, the Waldorf curriculum makes room for the delivery of a remarkably well-developed, content-rich program.

To examine a point of traditional discrepancy, it seems appropriate to look at the ways in which the Waldorf Curriculum for the Kindergarten differs or co-aligns with the Common Core Standards:

Kindergarten Program and Curriculum

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of the Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten's student activities:

- Math: The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- Language Arts: fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced. • Science: Cooking; baking; nature stories; nature walks; observations; gardening
- History & Social Studies: Multicultural stories; festivals; foods

- Handwork: Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)
- Foreign Language: Introduction to a foreign language, often Spanish, through songs and rhymes (in the case of PVWS, through total immersion)
- Visual & Performing Arts: Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- Movement/Physical Education/Games: Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

The Common Core English Language Standards for the Kindergarten are all met by the Waldorf Curriculum, but those pertaining to Reading and Writing are formally achieved in Grades 1 and 2, because of the Waldorf kindergarten's focus on physical activity over desk work.

The Common Core Standards for English language Arts: Speaking and Listening are all handily met within the kindergarten curriculum, so there is no discrepancy. The same may be said of the Standards for English Language Arts: Language, as far as oral practice is concerned; the written skills are achieved in grades one and two.

Alignment Collaboration

Peace Valley is similar to other method schools like IB or Montessori or even STEM schools who also have to align their curriculum. Our Educational Committee is ready to complete the Idaho Standards specific work and make a scope and sequence document that is unique to Peace Valley and will serve as a guide for Administrators and Teachers before the school year starts.

There are numerous examples of the work that has already been done nationally by the Alliance and individually by Public Waldorf schools to demonstrate how the Waldorf curriculum is aligned to the Common Core. Here is an example of the work recently done by Wasatch in Salt Lake City. <http://wasatchwaldorf.org/660-2/>

Peace Valley intends to use the work done by Tomorrow River Charter as an example of the scope and sequence work to be done to tailor it to Idaho Content Specific Standards.

http://tomorrowrivercommunityschool.org/?page_id=137 See link on page that says, TRCCS Grades Curriculum 2014, for detailed outline of the Standards, the Block schedule and how and when the content is aligned for each grade.

Peace Valley is also collaborating with Journey School in California. On their webpage they have easy identifiable links to the work done nationally to align Common Core and Waldorf Curriculum. The document of greatest relevance to see a through alignment grade by grade is Part II: Common Core Standards Tables for Analysis and Part III: Alliance Recommendations for Grade Level Placement, found on their website.

<http://www.journeyschool.net/21st-century-learning-aligning-waldorf-the-common-core/>

The full set of anchor standards of the Common Core for grades K-8 is reliably met by the Waldorf Curriculum by the end of 8th grade.

The following is a scope and sequence for a 3rd grade student in regards to ELA. All students at Peace Valley will learn through blocks or chunks of concentrated study, where different standards are met.

Peace Valley Charter School

3rd Grade ELA – Scope and Sequence Content & Standard Alignment

Peace Valley Charter School students receive ELA instruction during the context of curriculum blocks that generally last about four weeks. The first nine content areas listed are the essential blocks that students will experience throughout the school year. The final four areas are “tracks” that are integrated throughout the school year. Each of the thirteen content areas integrate the ELA Idaho Content Standards in the following way:

Idaho Content Standards -- ELA

Content	Reading Literature	Reading Informational Text	Reading Foundational Text	Writing	Speaking & Listening	Language	Handwriting & Cursive
<i>Creation Stories</i>	RL3.1;3.2;3.3;3.4;3.6;3.7;3.10	RI3.1;3.2;3.4;3.6;3.8	RF3.3;3.4	W3.3;3.4;3.5;3.10	SL3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<i>Stories of the Hebrew People</i>	RL3.1;3.2;3.3;3.4;3.6;3.7;3.10	RI3.1;3.2;3.4;3.6;3.8	RF3.3;3.4	W3.3;3.4;3.5;3.10	SL3.2;3.3;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<i>Shelter & Housing</i>	RL3.1;3.2;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.1;3.2;3.3;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.3;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<i>Parts of Speech</i>		RI3.1;3.4		W3.4;3.5	SL3.1;3.6	L3.1;3.2;3.6	HW3.1
<i>Grammar Practice</i>		RI3.1;3.4		W3.4;3.5	SL3.1;3.6	L3.1;3.2;3.3;3.6	HW3.1

Farming, Clothing & Textiles	RL3.1;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.3;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
Class Play	RL3.1;3.2;3.3;3.4;3.5;3.6;3.7;3.10	RI3.1;3.4;3.6	RF3.3;3.4			L3.6	
The Story of Measurement (including Calendar & Time)	RL3.1;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.3;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
The Story of Money	RL3.1;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.3;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
Language Arts Practice Period	3.4;3.5;3.6;3.7;3.9;3.10	RI3.1;3.2;3.4;3.5;3.6;3.7;3.8;3.9	RF3.3;3.4	W3.1;3.2;3.3;3.4;3.5;3.6;3.10	SL3.1;3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.4;3.5;3.6	HW3.1
Form Drawing							HW3.1
Reading Class	RL3.1;3.2;3.3;3.4;3.5;3.6;3.7;3.9;3.10	RI3.1;3.2;3.4;3.6	RF3.3;3.4		SL3.2	L3.3;3.4;3.5;3.6	
Cooking Class	RL3.1;3.4;3.10	RI3.1;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.4;3.5;3.7;3.10	SL3.3	L3.1;3.2;3.3;3.6	HW3.1

Appendix N: Outreach Activities and Interested Families and Skills

Current Outreach has been limited to word of mouth, Open Houses and social media campaigns. Efforts have been made to provide outreach to a broad area both geographically and socio economically. The Board has identified additional community outreach organizations that serve lower income populations as well as minority groups. Outreach will intensify once the charter is approved.

Date	Activity	# impacted	Outcome
November 9 2016	Lantern Making Event	15 people	Parents and children made lanterns for the Martinmas Lantern walk
November 11, 2016	Martinmas Lantern Walk	30 people	Parents and children participated in a walk lit by lanterns at dusk in Kathryn Albertson Park while singing songs
January 21, 2017	Open House at Garden City Hall	50 families	Parents and children participated in drawing, beeswax modeling, string games, and song and movement. An informational update was provided on the proposed Peace Valley charter school, as well as Q&A. Informational brochures were handed out, data sheets were gathered to collect information about interested families.
February 18, 2017	Open House at Eagle Public Library	45 families	Ruth Bucklin, PVCS Board Member and certified Waldorf teacher gave an overview of each grade in Waldorf education and Laura Henning provided information and Q&A about the proposed school. Informational brochures were handed out and data sheets were gathered from interested families.
February 25, 2017	Kids Fair at Expo Idaho	200+ families	We purchased a booth for \$300 at the event to gain exposure to a wide variety of families for the proposed school. Founding families staffed the booth and did a weaving activity with the kids and talked to parents about the Waldorf educational model. Brochures were distributed. The majority of families contacted were of lower socio-economic background and unfamiliar with the educational model.

March 21, 2017	Simplicity Parenting Presentation	Expected 40+ parents	This is a parent education event to be facilitated by a certified Simplicity Parenting Coach and Licensed Professional Counselor. The session will introduce parents to some of the concepts of the book Simplicity Parenting which helps parents learn to create greater connection and a more stress free family life, utilize family values and dreams as motivation for change, simplifying your environment can foster peace, create daily rhythms and schedules that support more balanced living
April 22, 2017	Open House and Kite Building at Boise Public Library	Expected 40+ families	Viewing of Video - Waldorf Education: A Vision of Wholeness Update and Presentation on Peace Valley Charter School Kite Building Workshop
May 20 2017	May Fair Family Festival at Municipal Park	Expected 35+ families	This will be our first official fundraising event and a great way to learn more about our proposed school. Activities will include games, face painting, chalk drawing, a cakewalk and Maypole Dancing.
June - Aug 2017	Boise Farmers Market Booth	Expected 30+ families per month	We will host a booth once a month at the Boise Farmers Market to talk with families about the proposed school.
Oct-November	Weekend Door-to-Door Campaign	500 families	Peace Valley founders will do a 1-2 mile canvas of neighborhoods surrounding the final location. Founders will give brochures to interested families. Founders will also target nearby local parks to reach a broader audience.
Oct-Nov	Meeting with YMCA, Boys and Girls Club and Agency for New Americans	50+ families	Founder families will follow up with previously targeted agencies within the attendance area to locate potential interested families.

Appendix O: Student Handbook (draft only)



Peace Valley Charter Parent/ Student Handbook

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.”

-Rudolf Steiner

Introduction

The purpose of this handbook is to provide Peace Valley Charter School parents and students with the policies and procedures that support daily healthy functioning of the school. It is expected that all parents take the time to read and review this handbook at the beginning of the school year, discuss items that are relevant with their child(ren) and comply with the policies, procedures and expectations stated herein.

Welcome to Our School

Peace Valley Charter School strives to be a living community of learning. As such, it is not a static entity or institution, but a collective. The strength of our school lies in the way that the talents, the experiences, the gifts, and even the weaknesses of each individual interact to create a culture of striving, a nourishing environment in which students, teachers, parents, and community members can thrive. Together, we create and hold the space for individual and social growth. It cannot begin to be undertaken by anyone alone. It requires the contribution and best efforts of all of us.

A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living. -- Rudolf Steiner

School Vision

Peace Valley Charter School is a Waldorf charter school in the Boise Valley that provides a comprehensive education program integrating academics, arts, movement, nature, and social responsibility into everyday learning. Through a culture of holistic learning, our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

Vision and Mission in Action

Peace Valley graduates will demonstrate creativity, social and emotional awareness, moral reasoning, physical abilities, and academic success in rigorous environments.

PVCS will be recognized by the community as a highly desirable educational option and will be highly sought after by families in the surrounding community who maintain and seek enrollment.

PVCS will cultivate a strong, Waldorf-certified faculty of engaged teachers who, together, develop a full academic curriculum inspired by Waldorf education that includes language arts and reading, writing, mathematics, social studies, science, multiple foreign languages, and character education taught with an emphasis on the natural world, as well as a specialty curriculum including visual and performing arts, speech, vocal and instrumental music, eurhythmy and dance, physical education, handwork, woodwork, gardening, and animal husbandry.

PVCS will offer a supportive and accepting environment for students of all abilities and backgrounds. The school community will involve families and reflect the diversity and culture present in the broader community.

PVCS will be supported by strong parent volunteers, dedicated staff, and engaged students who strive together for life-long learning.

The growth and effectiveness of PVCS may lead to an expansion of programming, including arts and parent/family support curriculum, additional K–8 campuses, a high school, and privately-operated, but philosophically aligned, pre-K and parent toddler classes.

Values

Peace Valley Charter School’s educational model is based on Rudolf Steiner’s philosophy of developing the whole human being and is informed by Anthroposophy (a philosophy of human wisdom). It is important to us to preserve the innocence and wonder of childhood, to practice and encourage wholesome living, and to provide emotional and environmental safety.

Creativity and artistic expression are essential in a child’s healthy growth and development and are fully integrated into the curriculum. We seek and embrace diversity in our community. We believe that the education of students, teachers and parents is a lifelong process. Our values fall into the spheres of Truth, Beauty and Goodness; Social Renewal; and Organizational Integrity.

Truth, Beauty, and Goodness encompass a collection of values that foster a healthy emotional and intellectual life:

- Liberal arts education
- Analytical, creative and flexible thinking
- Vigorous academics
- Comprehensive artistic training
- Kindness and compassion
- Gratitude and reverence
- Humor and play

Social Renewal manifests itself through our actions. Waldorf education exerts a healing force in the world through:

- Sustainability of Humankind
- Service to others
- Care of self
- Stewardship of Earth
- Work in partnership with parents & greater urban community
- Inclusiveness
- Personal responsibility, integrity & courage

Organizational Integrity requires us to be thoughtful in the way we organize and run our school, including:

- Transparent processes

- Decision-making through consent
- Governing bodies & individuals working in partnership
- Professionalism & collegiality

Pedagogical Council

The Pedagogical Council consists of faculty and staff. This council meets weekly to discuss matters of importance to the school, build school culture, hear committee reports, and work in committees and programs.

Family Council

The purpose of the Family Council is to develop community and facilitate parental involvement in the school life and culture. The Family Council consists of the parent coordinator for each class and other members who wish to participate. This organization includes and is available to all parents and other family members of students attending Peace Valley Charter School. Monthly meetings provide a means for families to be informed of and involved in festivals, fundraisers, staff appreciation, new family support, and other activities as needed.

The Family Council has several officers, including a chair, vice-chair(s), secretary, and volunteer coordinator. Officers are selected by application and approved by a vote of the membership.

The **Chair leads** and directs the meetings of the Family Council, sets the agenda, serves as a member of the Joint Committee and serves between 1-3 years.

The **Vice-Chair(s)** supports and collaborates with the chair and secretary, leads and attends meetings in the Chair's absence, may be elected as the succeeding Chair, and will subsume the role of Chair should the Chair be unable to fulfill the responsibilities.

The **Secretary** takes and distributes minutes of the meetings, distributes agendas and notifications of meetings, and provides other support for the Family Council.

The **Volunteer Coordinator** facilitates the participation of parents and other volunteers in Family Council committees, events, and other roles within the school. The Volunteer Coordinator maintains a list of interests and skills and tracks and reports on volunteer participation.

Family Council Officers are required to participate in training and sign and adhere to agreements for conduct appropriate to their positions.

Parent Coordinators work directly with the teacher in their child's class to provide support, logistical assistance, communication, and other activities. Parent coordinators serve for one school year and are expected to belong to, participate in, and attend meetings of the Family Council

Joint Committee

The Joint Committee consists of the Administrator, Executive Director, Governing Board President and Family Council Chair. Its primary mission is to facilitate communication, allowing input from all. The Joint Committee helps to focus the Strategic Plan and communicates about community challenges and solutions.

Pedagogical Advisory Committee

The Pedagogical Advisory Committee consists of teachers, administrative staff, and qualified community members. They meet regularly to address pedagogy, mentoring and evaluation, hiring and employment of teachers, instruction, professional development and school culture.

Guiding Principles for Council and Committee Work

- 1 - Each Committee will have a chair that leads the discussion and ensures that all voices are heard and the interests of each individual are considered.
- 2 - Each Committee will have a secretary who takes minutes and tracks assignments given and commitments made within the meeting.
- 3 - An agenda will be set for each meeting, in advance, defining what will be discussed and the time allocated to each item. The chair is responsible for ensuring that the agenda is followed; the secretary is responsible for ensuring adherence to timeframes.
- 4 - Committee minutes will be kept on Google Drive in the appropriate folder and be made available to all committee members and other appropriate individuals.
- 5 - Committees operate from a place of good will and intentions. They cooperatively establish the norms for their work together when they begin and orient new members to their mandate, process, and norms when they join.
- 6 - Committees function only within their mandate.
- 7 - Committees report to the relevant Councils on a regular basis and solicit input and feedback on their activities. Committees will often develop plans and suggestions within their scope which require the approval of a larger Council. (For example, a proposal on benefits providers by the Benefits Committee that is then presented to and approved by the Governing Board.)
- 8 - Decision-making is by CONSENT. This not consensus, nor majority rules; rather, the committee works to hear all views and then reach a decision to which there are no objections. There does not need to be full agreement, just a willingness to support the action which is going forward.
- 9 - When a committee reaches a decision, all members will publicly support and advocate for that decision.

Communications

News Letter and Regular Information

Peace Valley Charter School will provide regular updates through electronic newsletters to families. These will also be posted to the school website. These will include information on upcoming events, school activities, policies and other noteworthy topics.

Email

Parents and families will receive periodic updates from class teachers by email. These may include requests for volunteers, class newsletters, and information on upcoming events. School email lists will not be used to promote private events, businesses or activities. Only school-sponsored or affiliated activities will be shared via school email lists. Parents and families should refrain from using school

email lists for personal gain in any manner. The Family Council will have an online message board / group that can be used by families in the community seeking to connect and share other information.

Short-Term Reminders and Emergences

PVCS will be using a communications system which allows for email, voice calls and text messages in order to communicate time-sensitive information and emergency information. The number / email that information will be sent to is based on the information provided on your child's registration forms. If you would like communications to go to another number / email or if your contact information changes, you should notify the PVCS Front Office staff.

For short reminders of time-sensitive information, all parents will be notified by text and email. Parents who do not want to receive this information through one of these means, may opt-out. However, the option chosen for these messages will also apply to emergency messages.

For emergency situations, we will send messages by voice message, text, and email. Parents should ensure that they have not opted out of all three modes of receiving mass communications or they will not receive emergency messages from the school.

For absence notifications, parents will receive an automated voice call and text notifying them of their child's absence.

School Closure- Inclement Weather Policy

UNLESS you are otherwise notified, PVCS follows the same inclement weather policy as Boise School District.

Web Pages

PVCS will maintain information to support parents online through the Parent/Student section of the website. This will include access to class blogs, student attendance and assignment information, volunteer opportunities, school lunch accounts, and more.

Each teacher will have access a class blog through the website. Blogs will be updated monthly and emailed to parents, as well as posted online. Other pertinent information, including reminders and schedule changes, may be communicated via class email lists / texts.

Photos may be posted to the class blog with parental permission. Permission will be obtained on a single form at the beginning of the year and is not required for each posting. Teachers will not create or share class information on other websites or social media without the Director's and parents' approval.

Field Trips

Each student should have in their enrollment information a signed permission from a parent / guardian to take field trips and walks within walking distance of the school. Additional notification for families is also required as outlined below. Field trips require an adequate number of chaperones to ensure supervision. All chaperones for field trips should be volunteers who have had a full background check performed, allowing them to have unsupervised contact with students (drivers, accompanying students into restrooms, etc.). Guidelines for the total number of adults vary based on the age of students:

Grades 1-3: 1 adult / 6 students
Grades 4-6: 1 adult / 10 students
Grades 7-8: 1 adult / 15 students

For all Field Trips, medications must be prepared and picked up before the class leaves campus. Teachers must have a cell phone with them that is turned on so they can quickly call 911 if needed and so the office can reach them.

Walking Field Trips

Teachers must notify the Main Office and Specialty teachers and send a note out to parents (email) at least two days ahead of time for all Walking Field Trips.

Auto Field Trips

Field trips by auto travel must be preceded by a notification slip to the parents, listing the location, date, time, cost, and itinerary of the trip, at least two weeks prior to the event. Teachers will ensure that all documentation from parent drivers is received at least one week in advance of the field trip and on file in the Office.

Overnight Field Trip

Overnight field trips should be kept to one a year for grades 3-8, unless there is great educational benefit. It is wise to plan field trips in advance of each school year to correspond with the main lesson blocks for planning purposes and to advise parents at Back to School Night.

Student Reports

Parent/Teacher Conference

Parent/Teacher Conferences are held twice a year to communicate student progress to parents. Mid-year Reports are released in January. End of the Year Reports will be sent to parents the last week of school and will include a written narrative/summary of the child's progress during the year, including highlights of the year, as well as main lesson blocks and a Standards-based Report. Teachers will contact parents in a timely fashion if concerns arise regarding a student's progress in school. It is essential for parents to inform teachers of any changes in a child's life that might affect their performance in school.

Student Report Cards

Student progress is reported through parent/teacher conferences held twice a year, as well as through written reports sent out twice per school year. Mid-Year Reports are sent home in January based on the PVCS Assessment. The End of Year Report includes a narrative overview of the student's progress, main lesson and skills content, and a Standardized Report of progress made. This report is sent home at the conclusion of the school year.

A portfolio of student work is collected over the year as evidence of student learning and is shared with parents during conferences, as well as sent home at the end of the year. Results of ongoing assessments will be shared with parents to communicate student progress using rubrics and skill checklists based on the standards.

Assessment

As a public school, PVCS will administer all state required assessments. PVCS believes that assessment can provide valuable information on student progress, combined with other assessment measures. Our school seeks to recognize and promote the development of children as full human beings, placing in equal importance with academic growth social and emotional, artistic and musical, and physical and kinesthetic development. Testing is approached as one of many sources of information on student development within the school year, and administered in an environment of genuine concern and

caring. Peace Valley asks for parent support in gathering this important data from state tests like the IRI grades K-3 and ISAT grades 3-8.

Testing can be a time of great anxiety for students. Teachers and parents are encouraged to consider strategies that will lessen anxiety, such as: discussing tests as one measure of student progress, encouraging students to take time and stick with tests, providing adequate exposure and preparation related to the method of administration and language of testing, going over practice questions in class, providing breaks for students within the testing period, working with parents to provide breakfast at school on testing days, etc.

Homework

Basic Philosophy

True “Homework” is work that children would naturally do at home as part of family life. Teachers should encourage parents to involve children in chores and rhythms at home that engage them in practical, meaningful work.

Any school-assigned homework must be meaningful activity. There is no value in busy work just for the sake of doing more.

Families have busy schedules, and students do not need more pressure in their lives. Teachers lead busy lives, too; and do not need a lot of additional accounting responsibilities.

Homework should not set up stress between students and parents or teachers.

In cases where a student struggles to learn, more time or support at home or outside of school time may be needed, but should be undertaken very cautiously.

First through Third Grade

At this stage, students will not receive regular homework. As projects are assigned, there may be some at-home work to be completed, but this will only be a few times per year, and there will be ample communication between teacher and parent to help facilitate the work at home. At this age, homework is often just parent work, and so anything asked for from home should be most judicious. Parents will be asked to read to their student or listen to their student read for 15-20 minutes per day at least five days per week.

Fourth and Fifth Grade

Regular homework should be minimal, 20 or less minutes a few nights a week. Homework should not be assigned on the weekend. It may include or all of the following:

1. Math practice, especially when it can be hands-on practice and not worksheets (measure your desk at home; play math type family games at home; practice your times tables)
2. Nightly reading with a log
3. Writing or typing practice
4. Work on a project
5. Spelling or vocabulary words to practice
6. Book projects

Sixth through Eighth Grade

Regular homework may be 30-45 minutes a night on the weekdays. Homework should always be given as a support for classroom work, not simply as busy-work. Homework may include some or all of the following:

1. Math practice, especially when it can be hands-on practice
2. Assigned reading
3. Writing practice
4. Work on a project
5. Spelling or vocabulary words to practice
6. Creative projects that help introduce time management skills
7. Book projects
8. Research projects
9. Reading for content
10. Studying for End of Main Lesson Block Assessments

Pick Up

Following the time for clean-up at the end of the day, students will line up and wait with their teachers (or a designated teacher of a younger sibling / member of a carpool) until they (1) are dismissed because they are on the self-walking list, (2) join the park walking group, or (3) are picked up in-person by a parent or authorized individual.

Schedule (Proposed)

AM Kindergarten

8:40-12:40 Monday, Tuesday, Thursday, Friday

8:40-12:10 Wednesday (Minimum days)

Grades 1-3

8:30-2:45: Monday, Tuesday, Thursday, Friday

8:30-12:45: Wednesday (Minimum Days)

Grades 4-8

8:30-3:10: Monday, Tuesday, Thursday, Friday

8:30-12:45: Wednesday (Minimum Days)

Taking Attendance

All class teachers will take attendance each day. Students who arrive at the school after the school has come indoors from the morning gathering will have their attendance logged by the front office staff. Parents will need to sign in students who arrive late and check them out in-person if they are leaving school early.

Transition

PVCS encourages movement, music, and lively activity; however, hallways are to remain quiet during passing times so as to respect the learning and activities of other classes. Students should not run or yell in the hallways or pods.

Chores

All students will be given regular chores to assist in caring for their classroom community. Chores may include: washing water bottles weekly, sweeping, washing desks, organizing art supplies, tidying shoes and cubby area, caring for plants or pets in the classroom, passing out painting supplies, etc.

In addition to classroom chores, each class will take on one aspect of caring for the school environment and community for the year. Class teachers will plan time into their weekly schedules to allow their class to regularly care for their community responsibility. Class chores may include: sweeping floors, collecting litter, composting, caring for school animals, assisting with lunch set-up / clean-up, putting up chairs for evening events, raking leaves, etc.

Parent Involvement

Volunteering

Parents are an essential part of our community. We encourage parents to find ways to get involved in the school by assisting in the classroom, field trips, and by using their strengths to help the school. A list of volunteer opportunities will be maintained and available through the Volunteer Coordinator. Teachers can and should provide many opportunities for parents to make a contribution and feel like partners in their child's education and the creation of the school community. Teachers are encouraged to find meaningful ways to involve parents in the school.

Peace Valley Charter School encourages parents to contribute a total of 30 hours per year to the school, for each child attending or 75 hours for families with three or more children. Help with festivals, fundraising events, plays and work parties are some suggestions, however, parents know best where their talents lie and how their schedules are arranged, so welcome and encourage their creativity in determining what they would like to do and when they would like to do it. Such volunteer hours are a great help to the school when applying for grants or demonstrating parent support.

Classroom Parent Coordinator

Each class will have a parent representative who can provide support for the teacher. Such support may include communication with parents, field trips, festivals, class plays and other events. Interested parents are asked to contact their child's teacher. Teachers will solicit the help of a Classroom Parent Coordinator if one does not volunteer. Parent Coordinators will also attend training and meetings held by the Family Council.

Background Checks

The School requires a criminal background check on each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment. In addition, all volunteers will need to check in at the Front Office, have a background check performed onsite, and wear an ID badge while at the school.

Other Considerations

Posting of Materials and Flyers

Staff, students and parents wishing to post materials on the school's bulletin boards must first receive stamped permission from the Director to do so. Because we are a public school, certain parameters exist for such postings. In addition, non-school sponsored activities will not be advertised through electronic communications (school website / newsletter); the public bulletin board is the only venue for such

advertisements. Official school emails, lists, and website should not be used for personal advertisements / solicitations.

Classroom Pets

Classroom pets require the approval of the Directors and consultation with class parents regarding allergies and other concerns.

Foundation and Donations

Because PVCS is a tuition-free, public school, fundraising and donations are essential to the level of programming and education we are creating for students. PVCS has divided fundraising into several categories and encourages teachers and parents interested in raising money for particular projects or priorities to coordinate their efforts with the Fundraising Committee and either piggy-back on a school-wide fundraising effort (outlined below) or seek prioritization on the school's fundraising list.

Middle school classes may select a long-term fundraising activity to support a class trip. This activity should align with the curriculum and other school activities so that there is both an element of entrepreneurship and service (for example, editing the yearbook / event programs and selling ads in them, childcare services for parent evenings / staff events, Friday afternoon snack sales, summer camp assistance).

Passive Programs: Activities undertaken anyway where funds flow back to PVCS (Amazon Smile, Whole Foods Days, Smiths Rewards, Box Tops)

Transactions: Purchasing of items directly from the school where a percentage is revenue (Logowear, water bottles, bumper stickers, etc. online, School Store, Booths at Festivals, Yearbooks and Directories)

Campaigns: Two large fund-raising events each year -- Fall Direct Ask Sponsorships & Spring Art Auction and Dinner

Program Specific Contributions: Set up online so individuals can make direct contributions to programs and projects that they are interested in

Corporate Donations and Grants: Efforts to seek foundation and corporate support led by Governing Board Foundation: Runs educational programs that align with Waldorf education at PVCS and proceeds flow to school

Donations of items may be requested from families for supplies that relate to a special project or event. Donations may also be requested towards field trip expenses. A list of items and assistance sought should be compiled and shared at the beginning of the school year. Additional requests should be sporadic (less than once a month) and based on specific projects / needs. Class teachers will work with Parent Coordinators to assist with donations.

Pictures and Video Recording

Parents and family members are asked to refrain from taking pictures and video recordings during school events in order to focus attention on being present with the students and community. For each event or presentation, photographers / videographers will be designated and pictures and video recordings will be made available to parents. Pictures may be taken when an event or presentation has concluded. In addition, PVCS will make an annual yearbook available each year for purchase. This will include pictures from events and of all students.

School Environment

PVCS is fortunate to have a beautiful location in which to hold school every day within a beautiful natural environment. All employees and students are expected to help maintain the pristine nature of the environment.

Personal Property

Toys, games, cell phones, electronic devices, etc. are to remain at home. If such items are brought to school, they must be left with the teacher or in a backpack until the end of the school day. Inappropriate items will be held in the office and may be picked up at the end of the day. Dangerous items may be confiscated and disposed of and will require more serious consequences.

Campus Pets

No dogs or pets are permitted on the school campus during school days or events for safety, health, and liability reasons. Special arrangements may be made to bring pets to school with approval from the Administrator and Class Teacher.

STUDENT HEALTH

Emergencies

Teachers will attempt to take care of minor issues (like needing a Band-Aid) themselves. The Front Office/Nurse is for more serious issues. Students who visit the Health Clinic will have an incident report filled out and a parent / guardian will be notified.

Medication Policy for Students

Due to the liabilities associated with allowing students to administer their own medication and be in possession of said medication while at the school, PVCS has established the policy that self-administration by students will not be allowed.

If students must receive medication while at school, the designated school administration who have been trained by the school's licensed nurse can be of assistance with administering, pending a note from the doctor and/or parent allowing them to administer those medicines.

As an exception, self-administration is allowed if the student could experience conditions that are considered life threatening if the medication is not available and administered by the student or administrator in a timely manner. (For example: Severe Allergies, Severe Asthma, Diabetes, etc.) Doctor and parent note will need to be filled out, returned, and kept in student's file. For full policy guidelines, refer to the school's website: Governing Board: Policies: Medication Policy.

Illness Guide Lines

A child exhibiting any of the following symptoms should be kept at home to recover and prevent the spread of any illness:

- Vomiting and/or diarrhea
- Head lice (see below)
- Fever of 100 or higher
- Infectious rash
- Severe cough
- Pink Eye
- Infectious runny nose

Communicable illness: If a child is diagnosed with a serious communicable illness (particularly anything for which children can be vaccinated), please let the school know as soon as possible. A Doctor's note granting permission will be required for the child to return to school. Failure to comply with this policy may result in the child being asked to leave school until such a note is produced, if staff suspects that the child is still contagious.

Head Lice

It is important to check your children regularly for lice. If you find even a single nit, please keep your child at home. Immediately notify your child's teacher and the office so that the classroom can be thoroughly cleaned and class families can be notified (names will be kept anonymous). Also, please do not send a student with known lice to our aftercare program. After all treatment procedures have been completed, and your child is free of live lice, he or she may return to school. Lice are usually detected by the eggs (nits) deposited on the hair shaft. Nits are oval, the size of a poppy seed, and white or gray in color. They will likely be firmly attached to the hair shaft about a half-inch from the scalp and will not slide. Check for lice with dry hair in direct sunlight. Part the hair from the crown to the hairline, scan the area, and then repeat every half inch. Thoroughly inspect the entire head, particularly the back of the neck and around the ears. More detailed lice detection and treatment information is available in the front office.

Health Plans

Students requiring on-going medical attention or considerations will have a health plan developed by the school nurse in consultation with parents. Teachers are expected to review and follow health plans and assist in ensuring the needs of students are addressed during the school day.

Medical Recommendations

Teachers will not provide medical advice or recommendations to parents. They will state observations made and share information, but will not counsel parents or give advice on seeking services, medications, therapies, or other healthcare services.

SCHOOL LUNCH

Children will bring a lunch from home. Home lunches should be free from packaging and contain healthy foods. No candy, sweets or soda pops are allowed. For additional guidance, please refer to the Wellness Policy below.

Wellness

Vision

PVCS is an educational community committed to the healthy growth and development of the whole child. Healthy includes the physical, emotional, and social realms. Through a curriculum guided by the principles of public Waldorf education our teachers nurture the imagination in the early years, building a foundation for abstract thinking gradually, and appropriately challenging the intellect throughout the grades. This philosophy places equal emphasis on a solid academic program, artistic expression, social development and attention to the inner life and natural rhythms of the child.

Our School is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close long-term relationships with classmates and

teachers. In an atmosphere of respectful clear communication, cooperation and parent participation we believe children flourish and grow to be healthy, capable, contributing human beings.

We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. The celebration of seasonal festivals is an integral part of this as children joyously experience the earth's natural cycles. By reducing or eliminating exposure to electronic media and encouraging a cooperative rather than a competitive milieu, a child's inherent creative and intellectual abilities will naturally unfold. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills both teacher and student with wonder, reverence and enthusiasm.

Food Guidelines

Nurturing our bodies as well as our minds and spirits is important at PVCS. The following guidelines have been developed to support the health and wellness of students and faculty.

PVCS encourages nutrient-dense, whole foods for lunch and snack time.

To the extent possible, all food served to students will be free of artificial additives, such as monosodium glutamate (MSG), corn syrup, high fructose corn syrup, and trans fat.

PVCS will not provide candy or conventional sweets, except as a part of a community festival or celebration. (Sweets are defined as product in which conventional sugar is one of the first 4 ingredients.) Students are strongly discouraged from bringing candy or conventional sweets in lunches or for celebrations. There are many traditional alternatives, which we will use to honor students on birthdays and for holiday celebrations.

Lunches and/or snacks are encouraged to follow the PVCS Food Guidelines. Healthy, well-balanced meals provide essential nutrition for children's brains and bodies to perform optimally. Candy, soda pop, desserts and other foods high in sugar or caffeine are highly discouraged in school lunches or snacks.

To support healthy eating habits, food rewards or punishment are not to be used for academic or behavioral performance.

Snacks and Lunches

Students are encouraged to bring a snack to school every day to be eaten in the morning. Snacks suggestions are below. Snacks are encouraged to avoid sugar, contain something substantive (protein source), and be free from packaging. Lunches brought from home are asked to follow the same guidelines. Teachers may send gentle reminders to parents if snack and lunch guidelines become an issue, including information on the importance of adequate nutrition for mental and physical development and emotional stability throughout the day.

Snack Guide Lines

Although sharing is a natural inclination, please do not share snacks with others. There are many children with dairy, egg, food dye, gluten and allergies/intolerances that kids are not aware of.

No peanuts and be aware of other possible nut allergies in your classroom.

If your child's snack does not meet guidelines they will be asked to place the snack in their backpack and will be given and approved snack by a teacher.

If a snack from home is pre-packaged, please remove from packaging and pack in a reusable container. This will make snack time run smoother and cut down on classroom waste. (Two great containers for snacks are Sistema Small Split at Bed Bath and Beyond or online and MIRA's Set of 3 square Stainless Steel Lunch Box and Food Storage Snack Container on Amazon.)

List of Snack Suggestions (organic, food dye free if possible)

- Any fruit or vegetable
 - Organic No-Sugar added Apple Sauce
 - Banana (dried bananas covered in dark chocolate available at WFM)
 - Cheese sticks, cubes or slices
 - Chia pudding cups (make or purchase at Whole Foods)
 - Cliff Kid Organic ZBAR – Costco has them in a case for less than 1\$ a bar
 - Crackers, Bread or Pita (whole grain preferred)
 - Dried Figs or fruit (Costco)
 - Dried seaweed snacks (great flavors available at Whole Foods Market, Trader Joes, Smiths, Costco)
 - Edamame with Sea Salt
 - Pure fruit leathers, Clif ropes
 - Granola Bars, Clif Bars, Larabars, Kind bars
 - Healthy breakfast cereal mixed with dried fruit
 - Dried Apricots - (*There are great organic ones by Isik at Costco and they are Sulfite/Sulfate free*)
 - Kale Chips (*Whole Foods*)
 - Made Good Granola Bars and Granola Minis (*Whole Foods Market, Costco*)
 - Mary's Gone Crackers (*Costco*)
 - Nuts and Seeds excluding Peanuts
 - Olives
 - Paleo Inspired Caveman Bars - (*Costco, in a case for less than a \$1 a bar*)
 - Popcorn
 - Pretzels
 - Rice pudding
 - Savory rice cakes or popcorn cakes
 - Sweet Potato Crackers (*Costco*)
 - Trail Mix (no peanuts)
 - Veggie Booty, Pirates booty
 - Veggie Straws
 - Veggie sushi rolls
 - Whole Grain tortilla chips
- Winco has inexpensive options

Fun Snack Ideas

- Fruits - clementine's, oranges, pears, apples, watermelon, bananas
- Veggies - cucumbers, celery, carrots, cherry tomatoes, snap peas, snow peas, string beans, edamame
- Serve fruits, such as apple slices

and grapes, or vegetables, such as celery sticks, cucumbers, and baby carrots with hummus, salsa, guacamole, black bean dip or yogurt.

- Dips for Veggies, crackers or pita: hummus, black bean dip, black bean salsa, salsa, salsa with chia seeds in it.
 - Carrot sticks and hummus
 - Leftover pancakes cut into dipping strips with coconut milk yogurt
 - Brown rice cakes or mini bagels with a smear of non-dairy or dairy cream cheese or hummus
 - Any raw veggies with a healthy dip
 - Apple, bananas or celery with Sun butter (If banana, cut banana in half and let kids peel)
 - Pear or Apple and Cheese
 - Black bean salsa or chia seed salsa with chips or crackers
 - Roasted pumpkin or sunflower seeds and piece of fruit
 - Grapes & Cottage Cheese
 - Blueberries and Cottage Cheese
 - Popcorn
 - Cheese and Crackers
 - Olives and veggies
 - Applesauce with cinnamon and chia seeds
 - Low Sugar Yogurt with added fruit and hemp or chia seeds

Safe and Healthy School Environment

A healthy and safe school environment is necessary in promoting and sustaining the nutritional, physical and emotional health of its students and staff.

PVCS will provide a clean and safe space for students to enjoy their meals.

Meals will be served in a pleasant environment that provides sufficient time for eating, while fostering good eating habits, enjoyment of meals, good manners and respect for others.

Staff will educate the importance of cleanliness and hand washing. Convenient access to hand washing facilities and restrooms will be provided.

Safe drinking water sources will be available for students to get water at meals and throughout the day. Students are all asked to bring a water bottle from home to keep in the classroom and use for drinks throughout the day. Class teachers should develop a schedule for washing water bottles on a weekly basis as part of their chore routine.

Special Dietary Needs

If a child has special dietary issues, parents are asked to make these known to the office and class teacher. Any severe allergies or other dietary concerns that may need to be accounted for in the classroom or broader school community will be addressed through consultation between the administration, teachers, and parents.

Gardening and Ecological Awareness

The children will be involved in planting, tending and harvesting. The school strives to teach children to develop love and respect for the earth. Children come to learn that we are part of a much larger

macrocosm that needs to be kept in balance while they learn about life cycles and the seasons through planting and composting in our school garden. We promote recycling, reusing, repairing and sustainability with the students. As this philosophy is respected at home, the awe and wonder evoked in our children will serve to promote a desire for wholesome living, and the development of ecological awareness. Through the gardening program we will:

- Increase the student connection to food sources through growing and harvesting of foods in our gardens.
- Increase the consumption of nutritious food by teaching children how to make healthy food choices
- Increase student awareness and value of locally grown food and enlist the support of parents to help increase children's consumption of fresh local products.

Peace Valley Charter School will also work towards a robust program of sorting waste to optimize the potential for recycling, repurposing and composting.

Birthdays

PVCS recognizes the importance of acknowledging and celebrating student birthdays. Furthermore, the School would like to actively share in the joy and wonder of each child's life and individuality by learning about the events in his/her life, including family members, friendships, and favorite activities, rather than focusing on foods or trinkets that a child may bring into school for a party. Participation in any such classroom birthday recognition or any related celebration activities are completely optional choices for each student.

To protect the health and safety of students, to eliminate the financial burden on families, to protect the educational learning time in classrooms, and to respect the rights of parents in choosing what their children consume while at school, Peace Valley Charter School has adopted a Birthday Celebration Policy, which solely focuses on the essence and uniqueness of each child. Birthday recognition, timing, and any related activities are at the discretion of each Teacher. Social and personal growth is encouraged via the sharing of student life/histories/timelines, favorite books and/or hobbies.

Festivals and Ceremonies

Festivals serve as an opportunity for the entire school community to join together in seasonal celebrations. Planning and working together in anticipation of the festival and celebrating during the festival creates bonds among the entire community. The festivals serve as an important bridge between home life and school life. In planning festivals and other celebrations, PVCS will seek to promote these same standards of healthy living.

Integrating Physical Activity into the Classroom Setting

At PVCS physical activity and movement are a normal part of our curriculum. We fully embrace regular physical activity as a personal behavior; students need opportunities for physical activity throughout the day and combined with learning. Physical activity is combined with subject lessons and in between lessons. Movement is used as a regular part of academic instruction to promote deeper learning and memory. Part of this process includes regular classes in movement, games, eurythmy and dance

Recess

Recess is a magical time when children get a chance to experience the world and express themselves on their own. It is usually a joy to observe their play and we try to interfere as little as possible, only doing so when necessary for their safety and wellbeing. To know when that might be, we need to be aware of what is going on with each of the various groups even as they form, disperse and reform with other groups. Kind, respectful and compassionate behavior is expected of everyone on the playground at all times.

At recess the children have the freedom to play energetically or quietly. They tend to have a yearning for what it is they need and will seek it out. This is what we want but of course we also want to minimize dangers and prevent mishaps. When we need to redirect an activity we try to state the positive choice first. For instance, they can hop on the stumps but not if going fast with long poles in their hands. They can run as long as they want but not climb the fence. They can dig mines but not make clouds of dust for others to breathe. They can carry rocks but not shatter them. They can build snow forts but not throw snowballs – or any other objects, unless supervised.

The children need to converse with their peers, make rules and changes rules, test agreements and even break them sometimes. They are learning to get along, and natural consequences are great teachers! But as with physical safety, we like to have a sense of the general nature of their play so we can nudge the direction a bit if we see a problem coming. Occasionally we need to intervene and make changes abruptly. Always the intent is to move away from coercion and back toward cooperation, away from stalemates and back towards sharing and listening. The most important work of the teachers on the playground is the ability to observe. While staying aware of the overall activity we are watchful for any escalating disagreements, for any behavior that seems unusual or inappropriate, and for any children who seem unhappy or anxious.

Recess Guidelines

Inclusion: Everyone is always welcome to join another group at play, as long as they are within one grade range from their own. Of course a supervised class-specific game or activity would be off limits to others. Generally, we encourage children not to rely on grownups for company at recess, though we can certainly comfort them for a moment or do things like twirl the jump rope to get things going or even to keep them going. We can encourage a lone child to find another lone child to play with, giving the child suggestions like “you could ask - - - how they are feeling, or what is their favorite thing to do at recess, or if they’d like to build something with you.” We do this gently and let it go if they resist.

Accepting Change: Children are encouraged to problem solve on their own unless it becomes a question of safety. We encourage them to accept changes in the direction of play in a group and to be easy going enough to find something else to do if they no longer like the game, rather than demanding their own way. Similarly, one child should not be allowed to insist on a change in play for all the others.

Sharing Resources: Materials and forts on the playground are not “owned” from one recess to the next, though the children are encouraged to be respectful of things like others’ miniature fairy house creations. Children need to practice courteous manners with each other when working out how to share things. They often need some assistance with this. Perhaps an item in short supply should be kept for only half the given recess and then be passed along.

Physical & Emotional Well Being: Children should always be free to move. If they play horses the reins must be loose, if in jail they must be able to flee easily! The only contact allowed is a light tap on

the shoulder, back or hip when playing tag. Tackling or wrestling of any kind is not allowed. There is no violent play allowed, including imaginary.

Aggressive, threatening or taunting behavior of any kind will not be allowed on the playground. Students engaged in behavior that may negatively affect another student will be redirected to another activity, including assisting the teacher on duty with supervision or calm and return.

Family Rhythms

Families can enhance the educational experience of their children is by understanding the rhythms of the day. Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents' most treasured time with their children. These other home activities support the work of the school:

- Regular bedtime that allows 10-12 hours of sleep
- Eating a healthy protein rich breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Indoor creative play
- Hobbies
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Picnics Community or religious activities
- Volunteer or community projects
- Providing a quiet, uncluttered space and time set aside for homework, when necessary

Media Policy

The educational philosophy of PVCS is based upon a deep understanding of child development. Waldorf education is known for its holistic approach, instilling a love of learning, creativity, independent problem-solving and healthy social skills through a balance of academics, art and direct experience. We believe that children need to move, run and use their bodies to learn. They need to interact with others and their environments, exploring and discovering things for themselves first hand. Playing helps children learn how to handle aggression, to share and be friends, to work out differences. Children also need time to be alone and discover that quietude is sometimes a necessary condition for imaginative play and creativity to blossom.

At PVCS we encourage families to have no television and other media screen viewing (video games, iPad, etc.) from Sunday evening through Friday after school. We realize that significantly limiting or eliminating media from your child's life might feel like a tall order. However, with support and reassurance, we are confident that families will find that more free time means more quality time together, and more time for your child to develop and use inner resources to create games and creative play. We understand that while television and other screen media/activities can serve as a source of

information and entertainment for adults, children are not operating in the same developmental stage as adults. Studies show that excessive screen media time can be harmful to a child's developing mind and body, and can significantly shorten their attention span.

For more information, talk with your child's teacher, attend parent nights, and read the latest research on the effects of television and other technologies on brain function and imagination. The following sources provide additional information about the philosophy behind our media policy:

- *Endangered Minds: Why Our Children Don't Think* by Jane Healy
- *The Plug-In Drug and Unplugging the Plug-In Drug* by Marie Winn
- *What To Do After You Turn Off the TV* by Francis Moore Lapp

Dress

PVCS strives to be a model of quality and beauty in the educational process and to bring an atmosphere of care and respect to everything that concerns the children at school. Physical warmth is vital to the healthy development of children. Children need to be dressed in layers for ease of movement and comfort. Their clothes should allow them to run, jump, raise arms above their heads and bend over to touch their toes with complete freedom of movement and without embarrassment to themselves or others. To further these ideals, we ask all parents and caregivers to direct their children to the appropriate standards of dress and behavior.

The school environment is one where we wish to encourage and nurture reverence for what is noble, true and beautiful. In order to create a suitable environment for learning, we try to surround the students with living images rather than movie or cartoon characters in an effort to create a working and learning environment that is as free as possible from such distracting influences.

We recognize that all students are valued individually for who they are and not what they wear. Clothing, however, can be distracting to students and teachers and can undermine the school environment. Therefore, PVCS has a specific dress code.

To protect our classroom floors and carpeting, students must have a pair of indoor shoes to change into when they come into the building. These shoes must have a rubber/waterproof sole in case we must go outside quickly due to an emergency.

Suitable clothing is required. In winter, warm jackets, gloves, and hats are required. In the warmth of the sun, hats are encouraged to protect students from harmful rays. Our students can be outside for up to 3 hours on some days, so protective clothing is very important.

Wearing hats indoors is discouraged except when used for warmth during cold winter days.

Student Services

Special Education

Students who have been designated as Special Education will receive support based on their Individual Education Plans (IEPs). Students who are "gifted" will receive consideration to meet their needs and support their continued growth and development. The Response to Intervention Process will be followed for students whose needs are not being met or for whom there are concerns.

Response To Intervention (RTI)

Students who are below grade level will be given support to increase student achievement. In cases where a teacher realizes a student needs help, he/she will put accommodations in place to support the child's learning. Progress made will be documented by the teacher to determine if this approach is working.

3 Streams and Student Report

Peace Valley Charter School is committed to healthy and successful students and healthy social relationships among students, teachers and all members of the school community. This value is reflected throughout the curriculum and implicit in the working of the school. *Our school has adopted a student support process based on the work brought to us by Kim John Payne*, who is respected worldwide for his work in helping children navigate challenge as well as conflict through a no blame approach.

In conjunction with work presented to PVCS by Kim John Payne, the Student Support Executive Group (SSEG) has been created. This group is made up of the Student Support Director and staff who chair the following groups: the Social Inclusion Group (SIG), Care Group (CG) and Discipline and Guidance (DG). When a student is exhibiting challenges in the classroom or in campus social settings they are referred to the SSEG who will decide which of the groups (one or more) will best serve to support the student.

All faculty and staff will receive training on the 3 Streams approach to student support prior to the beginning of the school year. Based on training and the 3 Streams Handbook, teachers will work in their classrooms, with the SSEG and as teams to support each student, manage student discipline issues, and create a positive social climate within their classroom community.

Discipline

The 3 Streams program will serve as the basis of the approach to school discipline at PVCS. It will inform behavioral norms in each class, the manner for holding class meetings, and the options available for providing additional support for students. Class teachers at PVCS ideally stay with students from the 1st to the 5th grade and 6 to 8th Grade. This enables the class teacher to be very aware of any problems that may be arising in a child's behavior. In addition, teachers will regularly make observations regarding each individual child's demeanor, social interactions, emotional maturity, and demonstrated self-control. Most problems can and should be handled in the classroom in coordination with the student's family. Class meetings, which are regularly held on Fridays, serve as a forum in which issues may also be addressed in some situations.

When teachers are unable to remedy behavior problems, teachers will work closely with the Student Support Executive Group, the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. A restorative justice model will be employed in all cases of student misconduct. Using such a model in conjunction with the 3 Streams approach, teachers and administrators work to develop open communication with the student. They spend time seeking to identify the roots of behaviors and encourage students to make amends to the school community for any misdeeds or violations of the school agreements. More details are contained in the Discipline Policy Below.

School Concerns

PVCS welcomes suggestions, comments, and/or concerns. This will ensure we are taking appropriate action regarding potential improvements to the school. Forms for suggestions will be available in the front office. Individuals with suggestions are welcome to fill out a form or send an email to the general

school account: info@PeaceValleywaldorf.org. All forms and emails will be forwarded to the chairs of the appropriate councils or committees and reviewed in meetings. Any suggestions that are being adopted or integrated will be noted in the meeting minutes.

Concern Process

1 - Go to the person with whom you have an issue. As someone is approached to resolve a problem, one should first evaluate intent and proceed respectfully as follows:

- Speak directly to the person(s) involved
- Seek to understand the others' point of view
- Keep your courage high to tell the true story and keep your consideration high to listen to the other party
- Seek a mutually beneficial solution

A concern that involves the staff should be addressed directly with the individual(s) involved.

Parents who have concerns about their child's classroom experience should first address those concerns directly with their child's teacher.

Staff who have concerns, they should first discuss those concerns with the individual(s) that are involved.

2 - If the concern is not resolved to satisfaction, an individual may request a School Concern Form from administration.

A School Concern Form is a request for an active discussion and response from the appropriate committee or council. If action is not being requested, then concerns should be shared with the appropriate individual and administration, but no form should be filled out.

3 - All School Concern Forms will be forwarded to the committee, board, or council with decision-making responsibility for the issue. The concern will be added to upcoming committee, board or council meeting agenda. Additional information may be requested, and the individual with the concern may even be invited to the meeting, as appropriate. The concern will be discussed in the meeting, or a series of meetings, and a proposed resolution agreed upon. A designee from the committee, board, or council will then contact the individual to report on the process and the proposed resolution.

4 - If there is agreement, and the individual is satisfied that their concern has been addressed, the resolution proposed by the committee, board, or council will be implemented.

5 - If there is not agreement, then an additional meeting may be requested. This additional meeting will include the members of the council, the concerned individual, and an outside mediator (administration, staff, or board member, as appropriate). The purpose of the mediator is to ensure that all parties have an opportunity to speak, to be heard, and to reach an agreement. The form of the mediation will be:

1. The individual will present his or her concerns.
2. A member of the council will reflect back the concern as it was heard.
3. The member of the committee, board, or council will present their process and determination.
4. The individual will reflect back their understanding of the process and determination.

5. The mediator will invite both parties to make a commitment of what they are willing to offer moving forward. Both parties will speak.
6. The mediator will allow both parties to make a request moving forward.
7. A clear understanding will be reached regarding the commitments that have been made.
8. A future date will be set for the mediator to follow-up with both parties on the commitments.

6 - If there continues to be a concern, either due to a lack of agreed upon resolution or a lack of adhering to commitments, an individual or council may request a meeting in which the Administrator or Governing Board will act as mediator. The form of the meeting will be the same as the mediation meeting; however, unlike at the previous mediation meeting, at this phase, the Administrator or Governing Board may offer suggestions on requests and commitments that could be made. Following this meeting, and at the discretion of the mediator, the concern process will be considered completed, and the concern form will be filed or archived along with minutes from the meetings.

Emergency Response

Peace Valley Charter School has an Emergency Operations Plan which will be provided to staff, kept in each classroom, and serve as the basis of monthly emergency drills. All employees are expected to participate in all emergency drills and trainings that occur during their work hours and to follow proper procedures. Caring for the safety and well-being of students during both drills and real emergencies is the top priority of all employees.

Parents and families will be notified of emergency situations using the school's mass communications system. They will be given specifics on actions to be taken should children need to be picked up from the school's Reunification Center in the case of an emergency. It is imperative that a contact information is updated as needed so that families will receive notifications in the case of an emergency.

Policies

Prohibition on Discrimination

Peace Valley Charter School does not advocate, permit, or practice discrimination on the basis of race, creed, color, national origin, religion, age, sex, sexual orientation, gender identity, pregnancy, or disability. PVCS seeks to create a safe and nurturing environment for diverse staff and faculty, students and families. All members of the PVCS community are to be treated with an equal degree of respect and dignity.

Student Records

FERPA is a federal law that protects the privacy interests of students. It affords parents the right to access and request that their children's education records be amended, and gives them some control over the disclosure of the information in these records. FERPA generally prevents schools from sharing student records, or personally identifiable information in these records, without the written consent of a parent, except as provided by law.

At PVCS we respect student and family privacy, which mean that we never discuss an individual student with a member of the staff, another teacher, or a parent if that individual is not someone who has a

legitimate need to know. This is particularly true of any situation involving grades, evaluations, or assessments; student discipline; student health; or aspects of a student’s home or family situation.

Education Records

Under FERPA, the term “education records” includes all records containing information directly related to a student and are maintained by PVCS, or by a person acting for PVCS. This includes all records regardless of medium, including, but not limited to, files, documents, handwriting, email, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche. Examples of “education records” include grades, class lists, course schedules, transcripts, health records, and discipline files. Personal notes made by staff are not considered education records if they are:

- kept in the sole possession of the maker
- not accessible or revealed to any other person except a temporary substitute, and
- used only as a memory aid

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

Education Information

The term “directory information” is used for the portion of the education record that, if disclosed, would not generally be considered harmful or an invasion of privacy. PVCS has designated the following as directory information:

- name, address and, telephone number
- day and month of birth
- parent’s email address
- participation in officially recognized activities and sports
- dates of attendance
- awards received
- most recent previous education agency or institution attended and
- photograph

Directory information may be released at the discretion of school administration, without consent, for appropriate reasons. Under the provisions of FERPA, parents must be notified annually of their right to withhold the release of any or all directory information.

PVCS will honor a parent’s request that their student’s directory information not be released. At the beginning of each school year, students will be sent home with a Directory Notification Form. If parents wish, they may sign the form to withhold the release of their children’s directory information.

Disclosure of Student Information

Disclosure of Student Information Generally, schools must have written parent permission to release any information from a student’s education records. However, in addition to properly designated “directory information,” FERPA allows disclosure, without consent, to the following parties or under the following conditions:

A Legitimate Educational Interest

School officials with a “legitimate educational interest” may access student records under FERPA. Generally, this refers to individuals in the school who need to know information in the student’s education record in order to perform their professional responsibility.

Transferring or Enrolling to Other Schools

Schools that submit a records request or in which a student has enrolled are eligible to receive information from that student’s education records, so long as the disclosure is for purposes related to the student’s enrollment, or transfer. This includes post-secondary institutions to which the student is applying. Judicial

Orders or Lawfully Issued Subpoenas

Schools must release information requested by judicial order or legal subpoena. However, the school must make a reasonable effort to notify the parent in advance of compliance, unless the court or other issuing agency has ordered that the contents of the subpoena not be disclosed, or that the protected education records not be included.

Health and Safety Emergencies

Disclosure to appropriate officials is valid if the information contained in the education record is necessary to protect the health or safety of the student or other individuals. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student’s education records. When making a disclosure under the health or safety emergency provision in FERPA, schools are specifically required to record the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the school disclosed the information.

The Juvenile Judicial System

Schools may release information to state and local juvenile justice authorities after receiving written certification that the information will not be disclosed to any other agency, organization, or third party without the parent’s permission, except as allowed by state law.

Specified Officials for Audit or Evaluation Purposes

This exception refers to federal, state, and local education agencies that must collect data or student information to audit, evaluate, or enforce educational programs.

The Immigration and Naturalization Service (INS) for Foreign Students Attending School under a Visa

NS requires foreign students attending an educational institution under an F-1 visa to sign the Form-I-20. The form contains a consent provision allowing for the disclosure of information to INS. This consent is sufficiently broad to permit an educational institution to release personally identifiable information of a student who has signed a Form I20 to the INS for the purpose of allowing the INS to determine the student’s non-immigrant status.

Ex Parte Orders

Schools must release information in response to an ex parte order from the Attorney General of the United States or his designee in connection with the investigation or prosecution of terrorism crimes. An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party

Individuals with Disabilities Education Act (IDEA)

In addition to the requirements of FERPA, the IDEA provides additional privacy protections for students who are receiving special education and related services tailored to protect special confidentiality concerns for children with disabilities and their families. PVCS must inform parents of children with disabilities when information is no longer needed and will be destroyed. PVCS must have one official who is responsible for ensuring the confidentiality of any personally identifiable information and must train all persons who are collecting or using personally identifiable information about confidentiality and FERPA.

Health Insurance Portability and Accountability Act (HIPAA)

HIPAA's Privacy Rules exclude health information contained in an education record. Health records maintained by an education agency or institution are, however, subject to FERPA. For example, immunization records and school nurse records would be considered "education records" subject to FERPA.

Protection of Pupil Rights Amendment (PPRA) and Idaho Family Educational Rights and Privacy Act

Idaho statute affords parents and students additional protections that do not exist under current federal law. Under the Idaho Family Educational Rights and Privacy Act, PVCS must obtain prior written consent from a student's parent or legal guardian if the school plans to administer any psychological or psychiatric examination, test, treatment, or any survey, analysis or evaluation that has the purpose or evident intended effect of causing the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

- political affiliations or, except as provided under UCA §53A-13-101.1 or rules of the Idaho State Board of Education, political philosophies
- mental or psychological problems
- sexual behavior, orientation, or attitudes
- illegal, anti-social, self-incriminating, or demeaning behavior
- critical appraisals of individuals with whom the student or family member has close family relationships
- religious affiliations or beliefs
- legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and
- income, except as required by law

The prohibitions above also apply within the curriculum and other school activities unless prior written consent is obtained. Thus, parents or legal guardians must provide written consent before a student can participate in curriculum discussion "in which the purpose or evident intended effect is to cause the student to reveal" the prohibited information listed above, subject to certain exceptions discussed below. Students are free, however to exercise "free speech" and related rights allowed by other state legislation. *The Idaho Family Educational Rights and Privacy Act does* not prohibit students from spontaneously expressing sentiments or opinions that might otherwise be protected against disclosure under the Act.

Generally, for consent to be valid, the parent or legal guardian will be provided with notice that a copy of the survey questions to be asked of the student is available at the school and a reasonable

opportunity to obtain written information regarding the following, at least two weeks before the test/treatment/survey/analysis/evaluation is administered or information listed above is sought:

- the information and relationships that will be examined or requested;
- how the records or information will be examined or reviewed;
- the means by which the information will be obtained;
- the purposes for which the records or information are needed;
- the entities or persons (public or private) who will have access to the personally identifiable information; and
- how a parent can give permission to access or examine the personally identifiable information

Following disclosure of the above-listed information, a parent or guardian may waive the two-week notification period.

Two-week advanced notice of the above-listed information will not be provided in response to a situation that a PVCS employee reasonably believes to be an emergency, or as authorized under applicable Child Abuse or Neglect Reporting Requirements, or by order of a court of law.

Parental authorization is valid only for the activity for which it was granted. A parent may withdraw consent by submitting a written withdrawal of authorization to the school administrator prior to or during the course of the activity.

Notwithstanding anything in this policy, when a school employee believes that a situation exists which presents a serious threat to the well-being of the student, the employee must notify the student's parent or guardian without delay, unless the matter has already been reported to DCFS, in which case it is the responsibility of DCFS to notify the student's parent or guardian of any possible investigation or take other appropriate action.

Notwithstanding anything in this policy, when a school employee believes that a student is at-risk of attempting suicide, physical self-harm, or harming others, the employee may intervene and ask the student questions regarding the student's suicidal thoughts, physical self-harming behavior, or thoughts of harming others for the purposes of (1) referring the student to appropriate prevention services, and (2) informing the parent or legal guardian.

Student Accommodation

Peace Valley Charter School shall reasonably accommodate the request of a student's parent or guardian:

1. Made in writing to retain a student on grade level based on the student's academic ability or social, emotional, or physical maturity
2. Regarding initial selection of a teacher or request for a change of teacher
3. To visit and observe any class the student attends
4. Made in writing to excuse the student from attendance for a family event or visit to a health care provider, without obtaining a note from the provider (such excuse does not diminish expectations for the student's academic performance)

5. Made in writing to place a student in a specialized class or an advanced course (the school shall consider multiple academic data points when considering this requested accommodation) and
6. To meet with a teacher at a mutually agreeable time if the parent or guardian is unable to attend a regularly scheduled parent teacher conference.

Testing Accommodations

Any requests for testing accommodation will be dealt with through the class teacher, Student Services Director and the Administrator.

Electronic Devices

Employees, parents and volunteers at Peace Valley Charter School are not to use personal electronic devices during the school day when in contact with children, unless there is an emergency situation. Devices should be placed in a silent mode and stored out of site during times when supervising and interacting with students. Cell phones and other electronic devices may be used on breaks, in meetings (as appropriate), and in emergency situations.

Student Possession and Use: Students at Peace Valley Charter School may possess electronic devices at school subject to the following:

- Students may carry and possess electronic devices to and from school
- Electronic devices must be turned off and kept in backpacks during school hours except under the supervision of the teacher in the classroom

Prohibitions: Electronic devices may not be used in a way that threatens, humiliates, harasses, intimidates, or violates local, state or federal law of school-related individuals, including students, employees, and visitors. Electronic devices may not be used during Idaho Performance Assessment System for Student assessments unless specifically allowed by law, student Individual Education Plan, or assessment directions.

Confiscations: If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device under this policy, he/she shall take reasonable measures to label and secure the device and turn the device over to a school administrator as soon as the employee's duties permit. The electronic device will be released/returned to the student on the first confiscation. On subsequent confiscations, the electronic devices will be released/returned to the student's parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

Security of Device: Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

Exceptions: With prior approval of the Administrator, the above prohibitions may be relaxed under the following circumstances:

- the use is specifically required to implement a student’s current and valid IEP
- the use is at the direction of a teacher for educational purposes
- the use is determined by the Administrator to be necessary for other special circumstances, health-related reasons, or emergency

Use of School Property

Electronic Devices and Networks

School property and networks may not be used for unprofessional activities or illegal activities, such as personal use of social media, creation or viewing of pornography, or personal business activities.

Other School Property

Students will take care great of school property. Students will be financially responsible for any willful or negligent action which results in the destruction, displacement or loss of school property.

Building Use

Peace Valley Charter School’s Building (the “Building”) is owned by a private entity and leased to the school for a defined period of time. Therefore, the Building may only be used for activities that are incidental to running a Charter school, including but not limited to, school performances, school-wide fundraisers, extra-curricular activities, or other such school sponsored activities, and only by Peace Valley Charter School or organizations affiliated with it, such as parent organizations, school committees, etc. Space in the building may be sub-leased to another, non-profit educational organization that aligns with the mission and vision of Peace Valley Charter School only with the approval of the building owner in order to expand educational offerings available to the Peace Valley Charter School community. Other entities, such as charitable, non-profit, or governmental entities may use the Building if done so in coordination or in conjunction with an affiliated entity and for such incidental activities.

The Administrator, or a person designated by the Administrator for this purpose (“Designee”), must approve all activities, will determine if a particular activity is appropriate, and determine the appropriate fee, if applicable. The Administrator and/or Governing Board reserves the right to refuse the use of the Building if the activity is determined to be inappropriate. The decision of the Administrator and/or Designee is final.

Bullying and Harassment

No school employee or student may engage in bullying or harassing a school employee or student:

- on school property
- at a school related or sponsored event;
- while the school employee or student is traveling to or from a location or event

No school employee or student may engage in hazing or cyberbullying a school employee or student at any time or in any location.

No school employee or student may engage in retaliation against:

- a school employee
- a student
- an investigator for, or witness of, an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation

No school employee or student may make a false allegation of bullying, harassment, cyberbullying, hazing, or retaliation against a school employee or student.

Any bullying, harassing, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

Investigations

PVCS will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment, hazing, and/or retaliation. The Administrator (“Director”) shall appoint investigators who will be responsible for handling all complaints by students and employees alleging bullying, cyberbullying, harassment, or hazing as outlined in the procedures below.

Whenever the Director has reason to believe laws have been broken or child abuse has occurred, he/she shall request appropriate authorities conduct the investigation.

Actions Required if Prohibited Acts are Reported

Each complaint of bullying, cyberbullying, harassment, hazing, and/or retaliation shall include:

- name of complaining party;
- name of offender (if known);
- date and location of incident(s);
- a statement describing the incident(s), including names of witnesses (if known).

Complaints may be made anonymously, but formal disciplinary action is prohibited based solely on an anonymous complaint.

Consequences for Verified Violations

Verified violations of the prohibitions against bullying, cyberbullying, hazing, harassment, or retaliation shall result in consequences or penalties. Consequences or penalties may include, but are not limited to:

- student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
- student suspension or expulsion from school or lesser disciplinary action;
- employee suspension or termination for cause or lesser disciplinary action;
- employee reassignment; or other action against student or employee as appropriate.

Student and Parent’s will be notified and invited to be part of the discussion and process.

Compliance with the Office for Civil Rights

Once PVCS knows or reasonably should know of possible student-on-student bullying, cyber-bullying, harassment or hazing, the school must take immediate and appropriate action to investigate or otherwise determine the violation.

If it is determined that the bullying, cyber-bullying, harassment or hazing did occur as a result of the student victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:

- end the bullying, cyber-bullying, harassment, or hazing
- eliminate any hostile environment, and
- prevent its recurrence.

These duties are PVCS's responsibilities even if the misconduct also is covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the school to take action, or identifies the bullying, cyberbullying, harassment or hazing as a form of discrimination.

Required Parental Notification

The school will timely notify a parent if the parent's student threatens to commit suicide, or if the student is involved in an incident of bullying, cyberbullying, harassment, hazing, or retaliation.

The Director shall provide the required parental notification to the student's parent in writing via email and / or via telephone call or in-person meeting.

A record of this notification, verifying the parent was notified of the incident or threat, will be maintained in the student's educational file, subject to the privacy protections under the Family Educational Rights and Privacy Act (FERPA) and the Family and Student Records Privacy Policy. This record will be retained for only so long as the student is enrolled at the school. Prior to destruction, the school will provide notification to the parent(s) that the record is scheduled for routine destruction and provide the parent(s) with a reasonable opportunity to inspect and/or copy the record. All such records will be destroyed in a confidential manner ensuring personally identifying information is shredded.

PVCS will provide a copy of any records maintained under this section to a student who requests such records, if the records relate to him or her.

PVCS will expunge any records maintained under this section upon request by a student who is the subject of a record if the student graduates from high school or requests that the record be expunged.

Actions must also include, as appropriate:

Procedures for protecting the victim and other involved individuals from being subjected to: further bullying or hazing, and retaliation for reporting the bullying or hazing.

Prompt reporting to law enforcement of all acts of bullying, hazing, or retaliation that constitute suspected criminal activity.

Prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, hazing, retaliation may be violations of student(s)' or employee(s)' civil rights.

Procedures for a fair and timely opportunity for the accused to explain the accusations and defend his actions prior to student or employee discipline.

Procedures for providing due process rights under Section 53A-8-102 (licensed staff), local employee discipline policies or Section 53A-11-903 and local policies (students) prior to long term (more than 10 day) student discipline or employee discipline.

Student Assessment A student assessment of the prevalence of bullying, cyber-bullying, hazing and harassment at PVCS and specific locations where students feel unsafe and additional adult supervision may be required, such as playgrounds and hallways, will be conducted on an annual basis.

Training School employees, students, and volunteers shall receive training regarding bullying, cyberbullying, harassment, hazing, and retaliation.

The training should be specific to:

- overt aggression may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
- relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
- sexual aggression or acts of a sexual nature or with sexual overtones;
- cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school; and
- Civil rights violations, appropriate reporting and investigative procedures. This includes bullying, cyberbullying, hazing and harassment based upon the students' actual or perceived identities and conformance or failure to conform with stereotypes.

In addition to training for all students and school employees, volunteers and coaches involved in any extra-curricular activity shall:

- participate in bullying and hazing prevention training prior to participation;
- repeat bullying and hazing prevention training at least every three years;
- be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this Policy.

Child Abuse Reporting

Any Peace Valley Charter School employee who has a reason to suspect that a child has been subject to abuse shall immediately notify the Director and fill out and Child Abuse Reporting Form. Idaho law requires that whenever any person, including any school employee, contracted or temporary employee, or volunteer who has reason to believe that a child has been subjected to incest, molestation, sexual

abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he or she shall immediately notify the nearest police officer, law enforcement agency, or the Division of Child Family Service. The law provides serious penalties for failure to fulfill one's duty to report.

Any Employee suspecting child abuse or neglect is expected to use the following procedure:

1. Do not confront the suspected abuser or molester.
2. Report the details to the Administrator immediately, including notes of the following:
 - All incidents and observations, including dates and times.
 - Any information he or she has about the relationship between the child and the suspected abuser.
 - Pertinent information that CDHS will need for its investigation:
 - Name, age, and address of the child
 - Current injuries, medical problems, or behavioral problems
 - Parents' names and names of siblings at home
3. Maintain confidentiality. Information about suspected child abuse is only to be given out or discussed on a "need to know" basis and is not to be shared with fellow Employees, parents, students, or anyone outside the school other than law enforcement.

The Administrator will make a report to DCFS or local law enforcement and let them investigate.

Student Discipline

Code of Conduct

The values that are embedded in our curriculum and our work with each other can be distilled into four statements—our Code of Conduct.

THE CODE OF CONDUCT

We are kind

We are safe

We are respectful

We are responsible

The Code of Conduct is simple enough to be understood by a young child, yet it contains all the issues with which an eighth grader might wrestle. It informs our guidelines for working with the children and their interactions with each other.

All students, faculty, and parents at Peace Valley Charter School will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.

Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.

Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate a PVCS's policies and procedures shall be subject to discipline, and potentially to suspension or expulsion as outlined in the Safe Schools Policy which is available on the school's website (Governing Board: Policies: Safe Schools). Discipline Decision-Making Different behaviors warrant different responses based on context, severity, and frequency. The following chart provides direction on how various situations should be managed.

Discipline Policy

The hope is that violations of PVCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied in accordance with the 3 Streams approach before such action would need to be taken. However, PVCS recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation and prevention of the behavior has not succeeded, this course of action may be taken:

If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.

All teachers who are involved with the student would meet in a council to discuss the concerns.

All teachers would pay particular attention to the student in question over a course of time determined before meeting in council again.

At the end of the designated time, a second council would be called to discuss what the next course of action should be in an effort to ensure the student's success in correcting the problem.

The parents and student may be invited to attend a meeting with the Council and Administrator to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.

In cases where student behavior poses imminent harm to fellow students or members of the PVCS community, as outlined in the Safe Schools Policy, the Administrator may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.

If these efforts fail and the problem continues, the Administrator will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the PVCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.

If expulsion is deemed necessary by teachers and the Administrator, they will petition the Governing Board for expulsion in accordance with PVCS's Policies and Procedures Governing Suspension and Expulsion.

School Fees

No Fees will be charged to students in grades K-8 for textbooks, classroom equipment or supplies, field trips, assemblies), or for anything else that takes place or is used during the regular school day.

In lieu of a school supply list, Peace Valley would prefer to purchase needed items in bulk from our suppliers at a significant cost savings. Each year a suggested donation for the cost of the supplies for each grade will be posted. Parents are asked to donate the cost for the purchase of their child's school supplies such as crayons, main-lesson books, rulers, paper etc.

Fees may be charged in all grades for any school-sponsored activity that does not take place during the regular school day where participation is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day.

Students may apply for a waiver of any fees. A student is eligible for a fee waiver as follows:

- Students who are in state custody or foster care.
- Students whose families are receiving public assistance through the Family Employment Program (FEP) from the Idaho Department of Workforce Services.
- Students who are receiving Supplemental Security Income (SSI).
- Students whose families are financially unable to pay because of exceptional financial burdens beyond the family's control; these determinations are made on a case-by-case basis by school administrators.

Activities that use the School facilities outside of a regular school day, where participation is voluntary, and are not sponsored by the School may require fees (i.e., programs sponsored by the Parent Crew Organization and/or an outside organization). Fee waivers are not available for fees related to these types of activities.

School funds are limited. As a result, Peace Valley Charter School on occasion may ask for tax-deductible donations of school supplies, equipment, or money, but these donations are not mandatory. All names of those who have or have not made donations will be kept confidential. No student will be penalized for not making a donation.

School pictures, yearbooks, or similar items are not fees and will not be waived. Students who carelessly or irresponsibly loose, waste, or damage school property will be responsible for the costs to repair or replace the property. These costs are not fees and will not be waived.

Peace Valley Charter Schedule 2018-2019

Attendance

The goal of Peace Valley Charter School is to awaken a love of learning in young people, and provide them with the tools needed to be successful, responsible members of society. Because of the hands on learning style used at Peace Valley Charter School, many educational activities cannot be duplicated

when a child misses school. Therefore, attendance is deemed of the utmost importance to ensure the success of your child.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing school calendar. When possible, medical and dental appointments should take place outside of school hours, and parents should notify the school in advance of any absence. The School intends for this policy to be consistent with the provisions of Idaho's compulsory attendance laws, *Idaho Code 53A-11-101 through 53A-11-105*.

Definitions

Absence or Absent: Failure of a school-age minor assigned to a class or class period to attend the entire class or class period.

Valid Excuses include (but are not limited to):

- An illness
- A family death
- An approved school activity
- A medical appointment
- Excuses consistent with student's IEP
- Other reasons as approved by school administrator

School Year: the period of time designated by the Board as the school year for PVCS.

Truant: absent without a valid excuse.

Attendance Requirements: *As per Idaho Code 53A-11, students are allowed* a maximum of five (5) unexcused absences per year. Ten consecutive unexcused absences from school will result in un-enrollment.

Excused Absences: A verbal or written communication documenting a valid excuse must be received from the student's parent/guardian within one (1) business day of the absence in order for the absence to be excused. In the event that multiple days are missed consecutively, a written communication must be received within one (1) business day of the student's return to school.

Tardiness: A student is tardy if they are not in the classroom at the designated start time for class. Any late student must be signed in by a parent in the front office. If a student is chronically tardy, they may be referred to the administration for intervention.

Early Checkout: Failure to attend all classes or class periods, or the entire class or class period is considered an absence as per *Idaho Code 53A*. Excessive early checkouts will be managed, and may be referred to the administration for intervention.

Notice of Compulsory Education Violation: The School may issue a notice to a parent or guardian of a student who is over the age of twelve (12) if the student is truant at least five (5) times during the school year. This notice shall consist of the following:

- Direct the parent or guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director to secure regular attendance by the student.
- Designate the school authority with whom the parent or guardian is required to meet.

- State that it is a class B misdemeanor for the student’s parent or guardian to intentionally or recklessly fail to meet with the designated school authorities to discuss the student’s attendance problems, or fail to prevent the student from being truant an additional five (5) more times during the remainder of the school year.
- This notice shall be served to the parent or guardian by personal service or certified mail.

Intervention: The School’s Intervention Program is established to encourage good attendance and document efforts made to resolve student’s attendance issues. It is the duty of the Governing Board of Peace Valley Charter School to hold students and parents to the policy set forth in Idaho Code 53A, and work toward resolving student attendance problems. Peace Valley Charter School’s intervention plan is as follows:

- Attendance Policy will be made readily available on the website, a physical copy of the policy will be made available at back to school night in the Handbook.
- When a student’s attendance is negatively affecting the students learning, the classroom teacher will notify the student and or the parent or guardian of the concern. The teacher will work with the parent or guardian to improve attendance and offer solutions to get the student caught up in their learning. The student’s progress will be monitored.
- If the teacher’s efforts in working with the parents or guardians does not adequately address the problem, the Director will request a meeting to discuss further intervention in correcting the attendance issue, this may be in the form of a Compulsory Education Violation, depending on the number of absences and specific to the case at hand.
- Upon the Director’s request, the parent or guardian may be asked to meet with the Governing Board for an attendance hearing to discuss the ongoing attendance issues and additional intervention.
- Honest efforts shall be made in working with parents and or guardians to secure attendance that is in conformance with Idaho Code. This process will include the following as appropriate: Counseling of the minor by school authorities, counselors, and resource officer, issuing a notice of compulsory education violation to a parent of a school age child, making adjustments to the curriculum and schedule to meet the needs of the minor, considering alternatives proposed by parents, enrolling student at a school with a more traditional education model, suggesting community resources available to help the family.

Parent Involvement

Peace Valley Charter School believes that parent involvement is vital to a successful school and optimal student development. Parents who enroll their children in the school should do so with the understanding that their involvement is crucial to the success of their child’s education and of the school. Families are encouraged to volunteer 30 hours per student per year. Here are some of the opportunities that are open for parents to volunteer; many of the options can be done from home:

- As members of the Family Council or on one of its committees, including fundraising, festivals and events, volunteer coordination, teacher appreciation, community outreach, wellness, and school garden.
- As a member of the Governing Board.

- As a volunteer in their child’s classroom, including as an assistant for a specialty class.
- As a support to school services, such as working in the front office, assisting in the “calm and return” program, or supporting the food and nutrition program.
- As members of school committees, such as Emergency Preparedness, Marketing, Scheduling and Calendaring.
- As support in acquiring and making supplies and products that are needed in the school and classrooms.
- As a teacher of practical or fine arts and crafts.
- As support for classroom activities, such as festivals, events, class plays, communication and field trips.

Computer and Internet Usage

Computers and other electronic computing devices will be available to qualifying students at Peace Valley Charter School. Along with computer use also includes access to the internet. Our goal is to provide these services to students in order to promote resource sharing, innovation and communication.

This internet safety policy provides for the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Student use of computers must be in support of education and research and must be consistent with educational objectives of Peace Valley Charter School. Accordingly, internet access at Peace Valley Charter School is filtered and monitored on an ongoing basis to protect against access by adults and minors to visual depictions that are obscene, child pornography, or harmful to minors. Filtering may be disabled for adults who are engaged in bona fide research or other lawful purposes upon receiving special permission from the Director and/or the School Board.

Documentation of technology protection measures will be retained for at least five years after the latest date of service. Students will be educated in appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The safety and security of students when using electronic mail, chat rooms, and other forms of direct electronic communications is a priority at Peace Valley Charter School; As such:

1. Students will sign computer use and safety agreements annually.
2. Students are strictly prohibited to:
 - Access or create files or materials without authorization.
 - Attempt to hack into any school systems.
 - Access or create offensive, profane, or pornographic files.
 - Plagiarize works or violate copyrights or trademarks.
 - Attempt to bypass computer security.
 - Have food or drinks near computers.
3. There will not be an expectation of privacy in files, disks, documents, internet history, etc., which have been used or created with Peace Valley Charter School equipment
4. All documents, files, folders created with school hardware/software remain the intellectual property of Peace Valley Charter School.

5. Vandalism will result in appropriate disciplinary action. Vandalism includes, but is not limited to: abusive overloading of data on the server, uploading or downloading or creation of computer viruses, any malicious attempt to harm or destroy the property.
6. Security is a high priority because of multiple users. Students are prohibited to use another individual's account or login information other than his/her own at any time. Any security concerns must be reported to the director, teacher/supervisor or system administrator.
7. Personal information is restricted, password protected, and stored only on the school servers, teachers will sign disclosures regarding the use, and dissemination of personal information regarding students. Only authorized personnel have access to student information. No personally identifiable information about students will be shared without written consent of a parent.
8. The use of the computers and internet is a privilege, not a right. Inappropriate use of these resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The director, teacher/supervisor or systems administrator may limit, suspend or revoke access to electronic resources at any time.
9. Users are liable for any misuse of the systems.
10. Parental permission is obtained for the publication of student work, and photos.

Documentation of the Internet safety policy will be retained for at least 5 years after the last day of the funding year in which the policy was relied upon to obtain E-Rate funding.

Dress Code

The scope of education provided at the Peace Valley Charter School does not stop with the "Three R's," of reading, writing, and arithmetic but extends into the student's environment as they attend school. We wish to surround the child with an environment that allows our students to develop and flourish. Our goal is to develop a healthy school-time environment by guiding children toward appropriate school attire. This policy may not cover all situations and teachers may have special need to address particular attire. Please contact your class teacher(s) if you have any questions about specific articles of clothing. To ensure a safe environment for our children, they must:

- Be properly dressed for the weather
- Wear comfortable, practical, flat-soled shoes that are firmly attached to the feet
- Wear attire that will allow the student to actively participate in all school related activities without being inappropriately revealing

To create an environment focused on learning and which provides a wholesome social atmosphere, the children shall wear:

- Clothing and accessories free of printed messages, pictures or images (examples of acceptable clothing include patterns, plaids, stripes, or solids, or school-approved Peace Valley Charter School logo-wear) Shoes should be free of lights and/or wheels.
- Students shall also only bring items to school, including lunchboxes and backpacks that are free from printed logos and commercial images.

Appendix P: Reference List

Core Principles of Public Waldorf Education:

http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2016/11/CORE-PRINCIPLES.final_.11.08.16.pdf

Public Waldorf Schools and the Common Core Curriculum Alignment Handbook:

http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf

Sample Home Language Survey:

<http://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/45/LHMS%20Registrarion%20apers%20.pdf>

Dr. Regalena Melrose, *Why Waldorf Works: From A Neuroscientific Perspective*:

<http://www.themagicnions.com/2010/10/discovering-waldorf-waldorf-from-2.html>

Dr. Ida Oberman, *The Relevance of Waldorf Education for Urban Public School Reform*:

<http://files.eric.ed.gov/fulltext/ED498362.pdf>

Dr. Arline Monks, *Breaking Down the Barriers to Learning: The Power of the Arts*

<https://web.archive.org/web/20160304064346/http://www.steinercollege.edu/files/content/pdf/BreakingDownBarriers.pdf>

2009 New Zealand Study, Children learning to read later catch up to children reading earlier:

<http://www.sciencedirect.com/science/article/pii/S0885200612000397>

International Forum of Waldorf/Steiner Schools, *Waldorf World List*:

https://www.freunde-waldorf.de/fileadmin/user_upload/images/Waldorf_World_List/Waldorf_World_List.pdf

Dr. Mary Goral, *Transformational Teaching: Waldorf-Inspired Methods in the Public School*:

https://www.amazon.com/Transformational-Teaching-Waldorf-Inspired-Methods-Public/dp/0880107049/ref=mt_paperback?_encoding=UTF8&me=

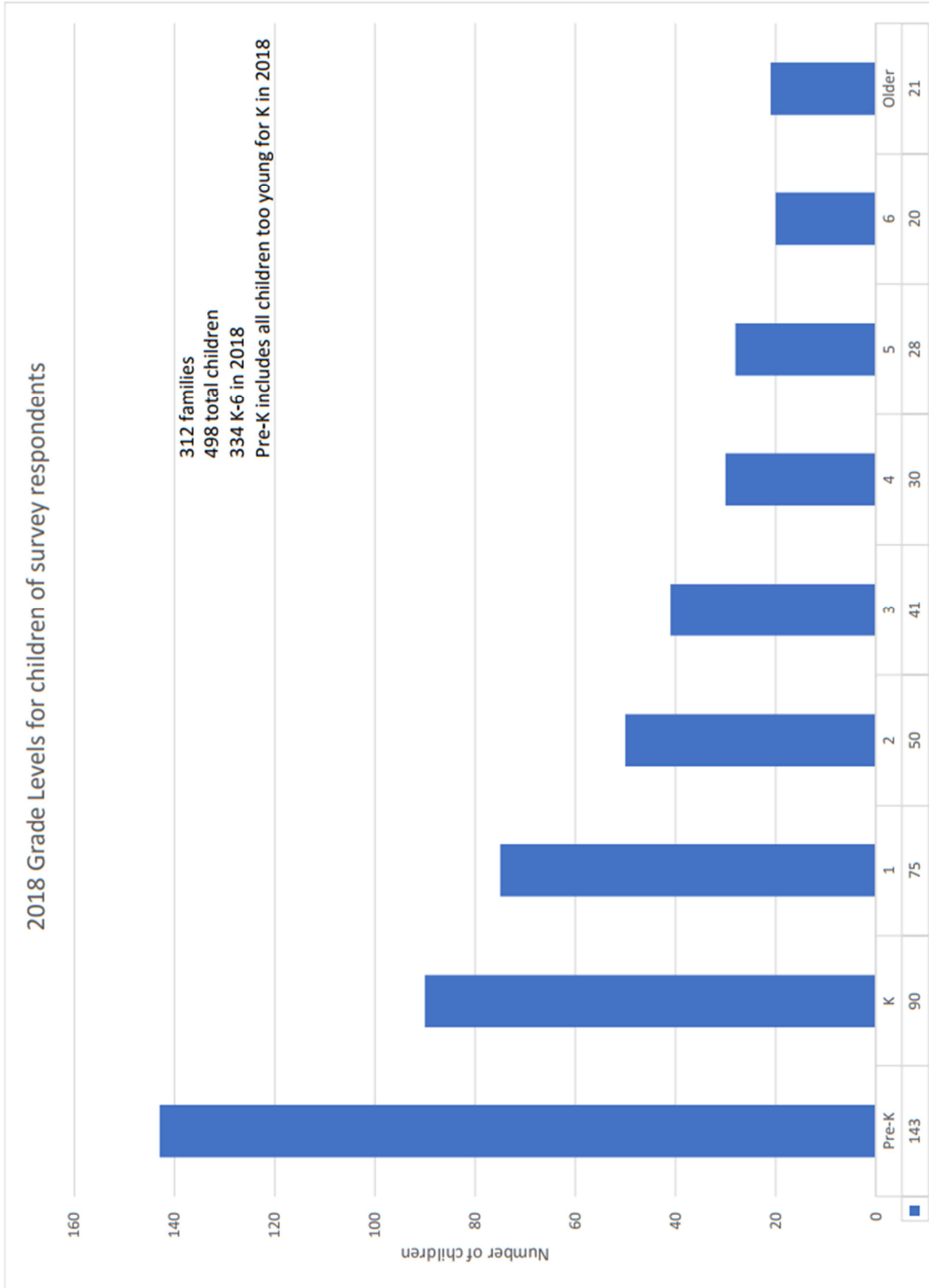
Todd Oppenheimer, *Schooling the Imagination*:

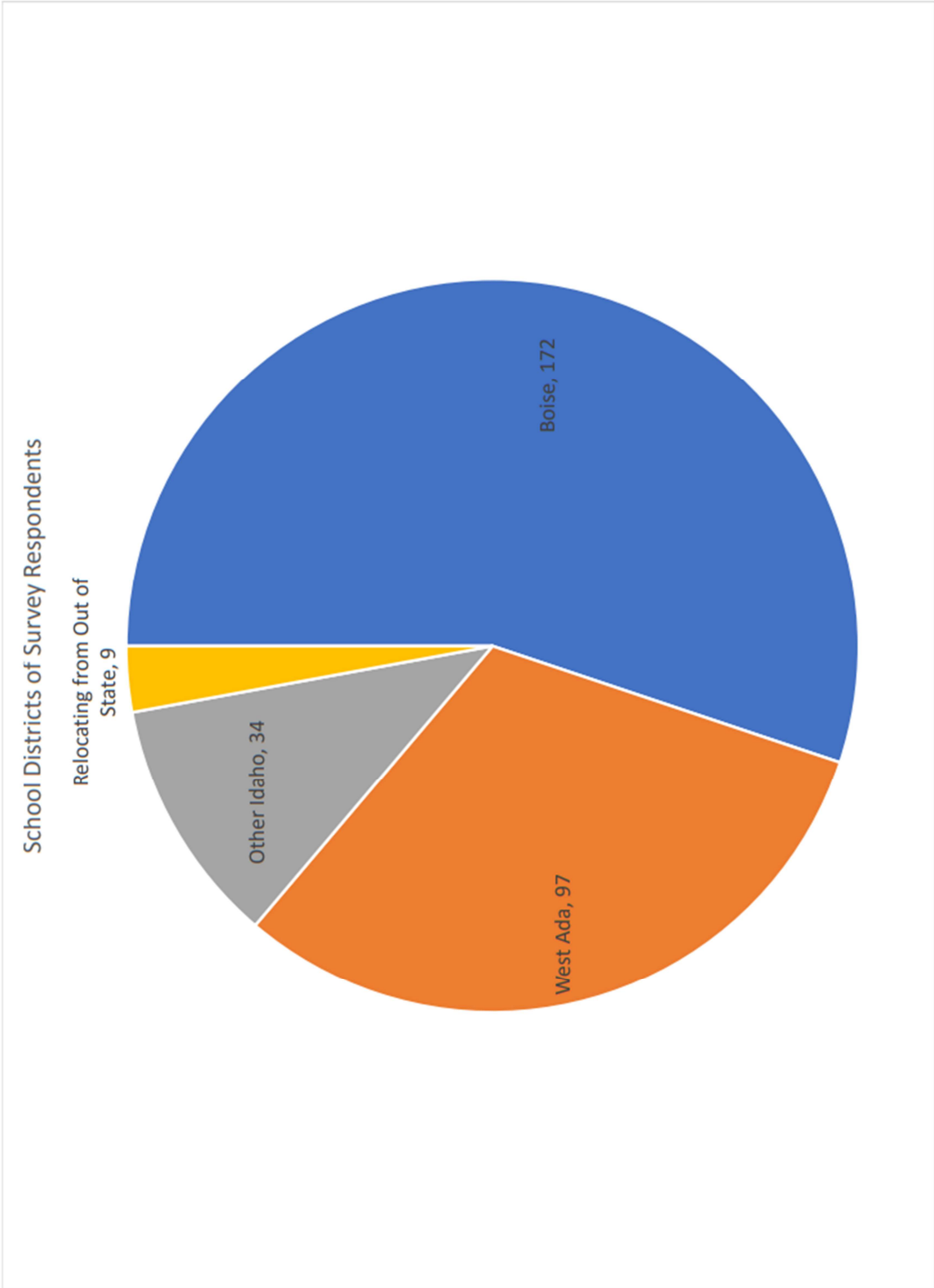
<https://www.theatlantic.com/magazine/archive/1999/09/schooling-imagination/309180/>

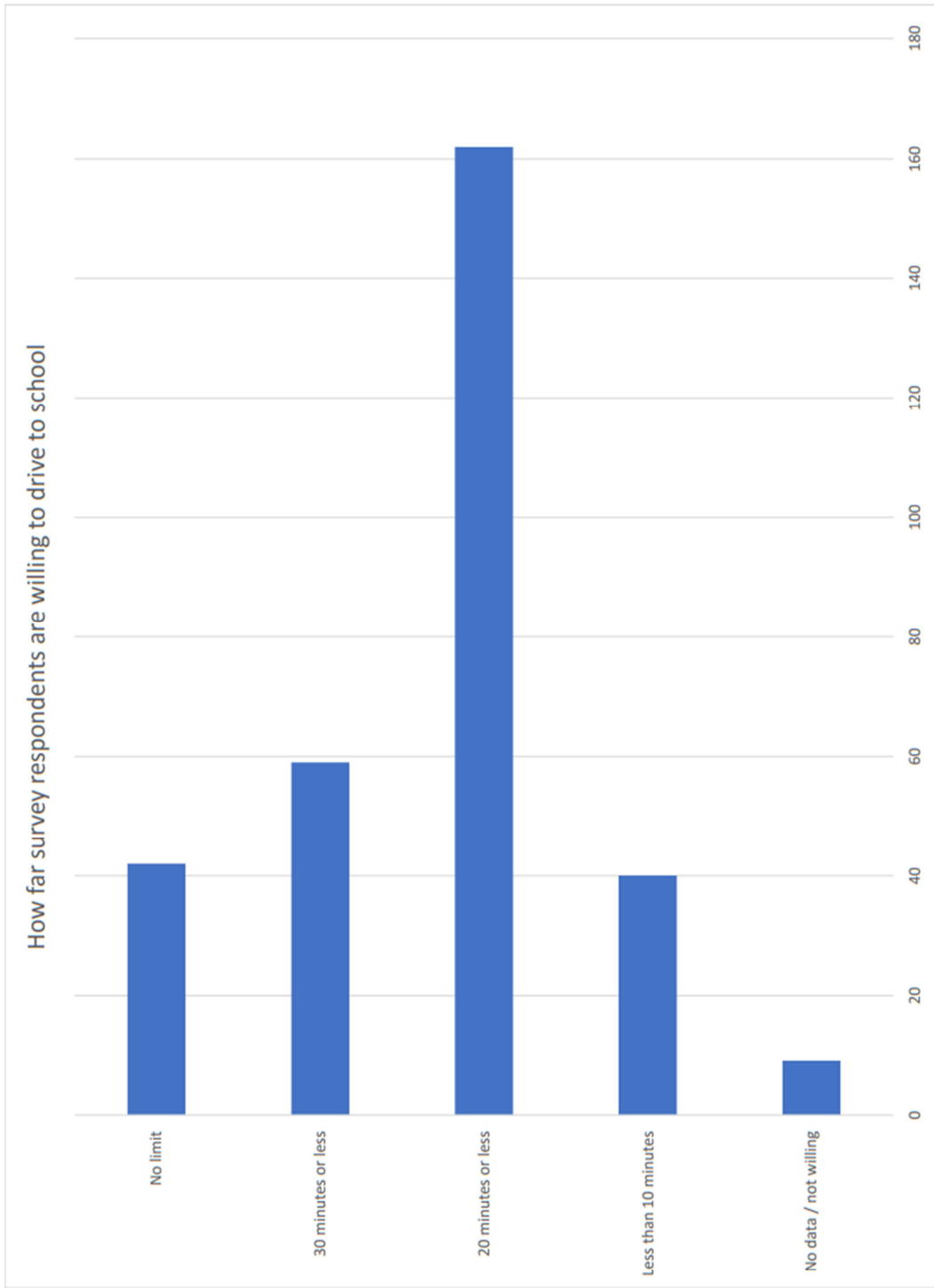
Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond, *Growing a Waldorf-Inspired Approach in a Public School District*:

<https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-waldorf-inspired-school.pdf>

Appendix Q: PVCS Survey Information







Additional Data from Survey

186 Families interested in a pre-school program

119 Families interested in full-day kindergarten (for a fee)

175 Families interested in Spanish-immersion kindergarten

159 Families interested in after school care (3 or higher out of 5)

SURVEY COMMENTS

Extremely interested in a future parent/child tuition based program and subsequent preschool and pre-k for my 8 month old. We lived near the emerson waldorf school in NC (chapel Hill) and this was offered there

Extremely interested in this education model being available in this area.

I live out-of-state but we plan to re-locate to Boise sometime between summer 2017 and summer 2018. Until then I have no idea what part of town we will land in, we could possibly even end up in Meridian/Nampa area.

I need to know how to be accepted if this works out. My daughter lilly has a couple learning disabilities due to four open heart surgeries. I think your model is going to be the absolute best way for her to learn and am willing to help you in anyway that I can. Thanks so much

I would love this school close to East Boise/Downtown!

Incredibly excited about Peace Valley, thank you for your hard work bringing this dream to life!

My daughter needs a place where she can express herself. She started out life with a heart condition and now a "normal" young girl but seems to have difficulty learning in traditional school.

My son will be 3 in fall 2018. If you have a Preschool option, we would be 110% interested! And then we would join your 2019 class for Pre-K

Peace Valley Charter would be an incredible gift to the Boise community, and I am incredibly grateful for the opportunities it would provide my son.

We are very interested in a Waldorf education for our son.

We would love to be posted on updates and any way we can help make the school a reality! Very excited about this!

What a fantastic addition to the Treasure Valley!

Will 9th-12th grades be added in the future?

Wow I just heard of this! I am moving from Schwenningen Germany, where there is a Waldorf school which I planned to send my kids to, to Boise and I am so excited to hear of this school!!! I have been so upset at the schooling options in Boise so far as nothing compares to a Waldorf school. I have 2 daughters, ages 2 and 4, and a Waldorf education would be a dream come true for us. We are extremely interested!!! Thank you so much for all the hard work and dedication it must be taking to get this going! I can only imagine. Have a lovely day!

Online Survey Data

Ninety-four percent of survey respondents agreed or strongly agreed that the components below were important to them for their child's education:

- An educational philosophy that works with an integrated balance of artistic, practical, and intellectual content in the curriculum with an emphasis on social skills and values.
- A desire to participate in a program that emphasizes a curriculum inspired by Waldorf Steiner education
- A commitment to a learning approach that is developmentally appropriate, designed to meet the changing needs of the growing child.
- You want your child to experience a curriculum that is in accord with your child's developmental needs, without undue early specialization or inappropriate academic pressure.
- An early year's approach that provides time and space for development of key skills is a basis for later literacy, numeracy, social and emotional competence.
- Desire for a globally minded, language rich educational approach where your child can learn languages taught from the age of 6.
- A belief in the importance of parent commitment and involvement in their children's education
- A desire for an educational community that actively supports partnership and continuity between family and school
- The idea of whole class teaching in an aesthetically pleasing and secure learning environment, where qualities of childhood are nurtured and respected.
- Teacher looping, comfortable with the idea of one Waldorf-trained teacher accompanying your child from 1st-5th grade (with the integration of special subjects teachers).
- Classrooms with mixed ability classes according to the age of the child and not streamed by achievement.
- Science and technology taught throughout in age-appropriate form.
- Key skills such as numeracy and literacy presented in an imaginative and creative manner will work well for your child.
- Children to be well-grounded in their cultural environment and also conscious of being world citizens.
- A belief in the importance of incorporating artistic and musical activities into all phases of learning
- A parental commitment to lifelong learning
- A belief that a child's needs can best be met through an alternative educational approach
- A desire for an environmentally conscious educational program