

Fernwaters Public Charter School Charter

LEA #531

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Fernwaters Public Charter School Charter

Table of Contents

Executive Summary.....	<u>1</u>
Mission Statement.....	<u>2</u>
Educational Program	<u>2</u>
Developmental and Cognitive Needs of Young Adolescents	2
Expressive Arts	7
Emotionally Engaging Curriculum.....	7
Physical Activity.....	7
Social-Emotional Development	7
Positive Behavior Intervention	8
Time on Task	8
Assessment.....	8
Excellent Teaching.....	8
Expected Student Outcomes	10
Student Management System	11
Plan for Serving All Students	12
Special Needs Students.....	13
Discipline of Special Needs Students.....	14
Gifted and Talented	14
Culturally and Linguistically Diverse Learners	14
Home Language Survey	14
Professional Development Plan	15
Financial and Facilities Plan.....	<u>17</u>
Record Keeping	17
Budgeting Process.....	17
Expenditures	18
Priorities/Philosophy	18
Accountability and Transparency	18
Payroll.....	19
Liability Insurance	19
Assessment.....	19
Transportation and Food Service Plan.....	19
Description of Facility Needs.....	19
Board Capacity and Governance Structure.....	<u>20</u>
Governing Board	20
Segregation of Duties.....	20
Founding Board Qualifications	20
Transition Plan.....	21
Board Training and Recruitment.....	22
Student Demand and Primary Attendance Area	<u>23</u>
Primary Attendance Area	23
Community, Need, Demand, and Market Interest	23
Community Partnerships and Local Support.....	25
Strategies for Enrolling Underserved Families.....	25
Enrollment Capacity	26
Appendix A: Budget Proposal and Facilities Options	<u>27</u>
Appendices A1-A5 are in a Separate Document	

Fernwaters Public Charter School Charter

Appendix A1: Financial Summary	
Appendix A2: Pre-Operational Budget	
Appendix A3: Operational Budgets	
Appendix A4: Cash Flow	
Appendix A5: Narrative and Attachments	
Appendix A6: Facilities Options.....	<u>27</u>
Appendix B: Articles of Incorporation and Bylaws.....	<u>28</u>
Appendix B1: Articles of Incorporation	<u>28</u>
Appendix B2: Bylaws	<u>31</u>
Appendix C: Board of Directors and Petitioning Group	<u>40</u>
Appendix C1: Board Members' Resumés	<u>40</u>
Appendix C2: Petitioning Group	<u>45</u>
Appendix D: School Administration and Organizational Chart.....	<u>46</u>
Appendix D1: School Administration	<u>46</u>
Appendix D2: Organizational Structure Tables	<u>47</u>
Appendix D3: Organization Flow Chart	<u>50</u>
Appendix E: (No Appendix E because we are not a Virtual School)	
Appendix F: Supporting Documents	<u>51</u>
Appendix F1: References	<u>51</u>
Appendix F2: Existing Floor Plans	<u>53</u>
Appendix F3: Proposed Floor Plans	<u>54</u>
Appendix F4: Letter to Superintendent	<u>55</u>
Appendix F5: Code of Conduct/Conflict of Interest Policy	<u>56</u>
Appendix F6: 2016-2017 ISAT Data	<u>59</u>
Appendix F7: Special Use Permit	<u>60</u>
Appendix F8: Upper Carmen Resolution 2017-1	<u>63</u>

Executive Summary

The Fernwaters program proposes to offer fourth through eighth grade students in and around Salmon, Idaho in Lemhi County a high quality school of choice. The Fernwaters program intends to provide students in their formative and vulnerable middle years, ages 10 to 14, quality instruction in a multi-grade, safe, nurturing, setting.

The Fernwaters team believes that trusting, supportive, and nurturing teacher-student rapport forms the foundation for all learning. By helping students understand, appreciate, and believe in themselves, we can increase the rigor and discipline needed for learning to occur. Our aim is to imbue each middle grade student with a healthy sense of self, a high level of academic and personal discipline, strong foundational skills in reading, writing, and math, a concern for others, and a sense of community so that our students can go on to succeed in high school and beyond.

Science is a powerful vehicle for teaching middle grade students how to become objective and open-minded learners. Our program emphasizes scientific study of our natural and physical world, combining traditional teaching methods with a significant experiential, hands-on laboratory component. Our program also incorporates music and art into its daily program for all students. The potential power of music to benefit students intellectually, emotionally, behaviorally, and academically has been well-documented.

The small setting ensures focused, individualized instruction. Fernwaters Public School meets the needs of children that need repeated exposure to curriculum in order to master given goals. It also meets the needs of students who learn quickly and become bored with school. Each student at Fernwaters Public Charter School is given the opportunity to work at his or her ability level. This small, controlled teaching setting allows students at risk of failing in a larger setting an opportunity to work toward their unique potential.

Our proposal does not significantly impact enrollment in District #291. Most students enter from Upper Carmen Charter School's 3rd grade or from the homeschool community.

At Fernwaters Public School, we expect our low student-teacher ratio and exceptional quality teaching to result in above state average performance on the Idaho Standards Achievement Test, and we predict that completing cohorts of students will exhibit above average academic performance, activity participation, graduation, and college attendance rates due in part to the effective study habits, personal qualities, and healthy relationships developed at Fernwaters Public Charter School.

Mission Statement

At Fernwaters Public Charter School, skilled teachers foster an enthusiasm for learning by challenging students academically while encouraging creativity. Students build lifelong learning dispositions in a focused, personalized, and supportive environment where excellence, hard work, and critical thinking are expected. Local partnerships offer students unique learning opportunities in career technical education and the arts, rounding out a diverse instructional program and strengthening student connections with their community.

Vision

Fernwaters helps small town kids launch BIG life dreams!

Educational Program

“The middle school movement...recognized that young adolescents are not simply older elementary school students nor younger high school students, but that there are dramatic changes that occur during this time of life requiring a radically different and unique approach to education” (Armstrong, 2006).

Developmental and Cognitive Needs of Young Adolescents

During young adolescence, the brain and body undergo tremendous growth and change. Research indicates distinctive characteristics of young adolescents in regard to their physical, cognitive, moral, psychological, and social-emotional development (Scales, 2010). The Fernwaters educational program recognizes these distinctive characteristics and designs its programs to meet the needs of young adolescent children. The Fernwaters program recognizes that young adolescents are developing skills in deductive reasoning, problem-solving, and generalizing, and our Core Curriculum-aligned, Idaho Core Standards-based educational programs are consistent with the following research-based best practices for middle grade students (Lorain, 2017).

1. **Present limited amounts of new information to accommodate the short-term memory.** Our academic programs focus on quality and depth, preferring mastery of a few knowledge and skill sets over exposure to numerous skills. This targeted, mastery-based approach prepares students with strong foundational skills in reading, writing, and math. Similarly, psychologists have discovered that students learn best when studying is *distributed* instead of *massed*. Students retain the most information when they are given repeated opportunities to retrieve previously learned material

(Smith and Hernandez, 2017). All of our academic lessons are complemented with learning activities and assessments that require students to review and apply previously learned material. Particularly, our science program provides a standards-based laboratory component with every concept taught. Students complete roughly 25 labs per year at each grade level. Our language arts curricula is designed to provide regimented practice, but with such a diverse range of activities and resources that students don't feel bored. We use Fireworks Press grammar lessons that develop sentence diagramming skills via multi-modal learning that incorporates kinesthetic, auditory, and visual components. Write Source and Spectrum curricula provide structured mini-lessons that develop narrative, persuasive, and expository writing skills.

- 2. Provide opportunities for students to process and reinforce the new information and to connect the new information with previous learning.** We prefer curricula with recursive content review, allowing students repeated exposure to foundational skills. Saxon math reliably provides ample practice opportunities as students develop the basic math skills that will allow them to succeed in Algebra and higher levels of math. We supplement our direct instruction with digital content aligned to the Idaho Core Standards, such as Imagine Math and Khan Academy. Science and social studies lessons include lectures, text assignments, quizzes, and tests.

Our academic programs are all rooted in the Idaho Standards, and they provide ample opportunities to read and write in various genres. We limit the specific study of literary works and text structures to those that can be fully explored. Students at each grade level read and study at least one novel, one play, a few short stories, and poetry. Prose writing assignments focus on teaching students how to write in three Standards-based genres: Narrative, Expository, and Persuasive. We teach students how to organize texts with a clear beginning, middle, and end, and we teach students to make writing decisions about tone and style based on audience and purpose. We challenge students to experiment with voice, style, and tone. We embed our mechanics and usage instruction within the context of student writing assignments, so that these concepts can be revisited until they are mastered.

We supplement our direct instruction of language arts concepts with self-guided curricula requiring frequent short reading comprehension and varied writing practice. Students complete impersonal journal prompts, read and summarize/respond to news

articles from the online Smithsonian Tween Tribune, and complete short activities that reinforce correct spelling, punctuation, and usage.

- 3. Provide lessons that are varied, with lots of involvement and experiential activities.** Our instruction periods never exceed 45 minutes, and our lesson activities within instruction periods are planned to accommodate short attention spans. Students develop routines that require personal responsibility, independence, and initiative. Particularly in the 6-8 program, we structure transitions that require physical movement and allow brief social interactions to keep learning feeling fresh and new.

The science program is lab-based, affording frequent experiential learning activities that reinforce and apply text and lecture-based learning. The 4th-5th grade science curriculum is developed around the Idaho Standards, and each lesson contains a lab component. This middle school science program focuses on physical science in the 6th grade, life science in the 7th grade, and earth science in the 8th grade. Each of these courses contains at least 25 experiential labs per year. Some labs take days to complete. Students not only learn the science concepts, but they also learn how to be scientists. They learn observation and deduction skills, and they learn how to follow directions, how to use and care for science equipment, and how to proceed methodically with complicated tasks.

In the middle grades we use Sequential Spelling, which is an individualized, peer-partner spelling program aimed at providing daily practice of spelling patterns on small white boards. Students receive daily practice, immediate feedback, and opportunities to correct misspellings, without the frustrations or anxiety of weekly quizzes.

We offer many cooperative learning activities and provide engaging class discussion periods as part of our learning programs.

We are fortunate to have a campus within walking distance to our local Lemhi County Historical Society Museum and River Exhibit. We are working with their director to develop lessons that connect students to history through inquiry-based research projects.

4. **Provide lessons and activities that require problem solving and critical thinking.**

All of our academic programs require students to write about and discuss topics requiring higher order thinking skills, such as synthesis and application. Students are asked to *reflect, assess, evaluate, predict, hypothesize, and infer*. Our literature studies, in particular, require in-depth analysis. In all content areas, lessons are structured to give students the information and procedures they need to approach critical thinking tasks. Multiple approaches to problem solving are both taught and encouraged, and students are nurtured to think creatively and independently.

Physiologically, the bodies of children between the ages of 10^{1/2} and 13 undergo significant hormonal changes that affect the developing brain. Essentially, these changes result in an overactive limbic (emotional) system and an underdeveloped prefrontal cortex (impulse control). The Fernwaters Public Charter School program reflects research-based practices regarding how best to meet the cognitive and developmental needs of middle grade students, which are succinctly illustrated in the following table from *The Best Schools* (Armstrong, 2006).

Developmentally Inappropriate Practices	Developmentally Appropriate Practices
Unsafe school climate	Safe school climate
Large, impersonal schools	Small learning communities
Impersonal adult interactions	Personal adult relationships
Fragmented curriculum	Engaged learning
Negative role models or no role models	Positive role models
Metacognitive strategies limited to math and English	Metacognitive strategies integrated into all courses
No significant arts program	Expressive arts activities for all students
No meaningful health and wellness program	Health and wellness focus
Emotionally flat learning experiences	Emotionally meaningful curriculum
Teacher and administrator-controlled learning environment	Student roles in decision-making
Student voices not listened to or respected	Honoring and respecting student voices
Total focus on academic learning to the neglect of emotional development	Facilitating social and emotional growth

Content Specific Instruction

All students take grade specific classes taught by instructors specifically trained and/or experienced in their content areas. However, within this structure, the low student-teacher ratio allows students to be accelerated or remediated to meet individual needs. English language arts, math, science, and social studies and computer coding are taught by two teachers at the 4th-5th level. Content specialists teach both grade levels. A full-time aide assists by providing teacher-designed student support, specific interventions, or enrichment as needed or indicated by informal or formal assessments. Similarly, 6-8 grade students receive academic instruction from content specialist in all academic subjects and art, assisted by 2 full-time aides. Student cohorts of 16 are split into two groups for some instruction where more individualized attention is beneficial. The music and health teachers instruct all students grades 4-8.

Expressive Arts

The Fernwaters program recognizes that expressive arts in the middle grades is essential to help students channel their impulsive energies and foster social and emotional health. One component of the expressive arts program is a 2-year sequence of hands-on art projects in the 4th and 5th grades and a three-year sequence of art lessons for 6-8 graders. Students have the opportunity to work with a variety of materials and mediums to produce individual works of art. Additionally, 4-8 participate in a daily choral music class. An optional Friday music program offers students group music lessons in piano or violin. Many studies have shown that music can benefit cognitive abilities, particularly spatial abilities, higher reasoning and motor skills, and higher achievements in language and math. Music is a unique discipline through which students become more aesthetically sensitive. It allows them to experience, express, expand, and apply knowledge in the three domains of learning: cognitive, affective, and psycho-motor. The primary value of Music Education is to improve the quality of life through enriching students' experiences of human feeling and the development of their capacities to participate fully in their musical culture. The secondary value is in helping middle grade students channel impulsive energies, sort out emotional conflicts, and build a deeper sense of positive identity.

Emotionally Engaging Curriculum

Because the limbic system is particularly active during the middle years, to capture the emotional energies of this age group, the Fernwaters social studies and language arts programs are developed around themes of high interest and value to the students. Our social studies programs develop a respect for cultural differences, world religions, ethnic diversity, and historical perspectives. We enrich the lives of middle grade students with literary theme-based units on

discrimination, bullying, growing up, family, and local issues that make a difference in theirs and their parents' lives.

Physical Activity

The Fernwaters program values physical activity and time outdoors in every season as contributing to overall mental and physical well-being. Our students are required to participate daily in non-competitive physical outdoor activities in all but the most extreme weather.

Social Studies and History

The Fernwaters educational team recognizes the importance of learning about local, national, and world history. The Fernwaters program connects students to their past and teaches them how to research and utilize primary source documents for academic purposes. Sixth grade students spend one semester learning about the geography of the Western Hemisphere and one semester learning about the geography of the Eastern Hemisphere. Seventh grade students spend a year studying the cultures and history of the world. Eighth grade students study American History for three quarters of the year and Civics for one quarter. Fernwaters partners with the Lemhi County Historical Society to implement the study of local history.

Computer Coding

Fernwaters Public Charter School recognizes that computer coding is both a practical skill and a high-interest method for teaching problem-solving skills. We offer a sequence of computer coding classes for students in grades 4-8. These courses provide each student the fundamentals necessary to pursue the subject in greater depth either as a hobby or as a career pathway.

Community Partnerships

The Fernwaters program strives to increase student opportunities for meaningful civic engagement by nurturing strong relationships with local entities, and its central locations facilitates the development of these partnerships. Those entities include the Lemhi County Historical Society, the Salmon Public Library, and the Youth Employment Program.

Extended Learning Programs

Fernwaters offers students optional programs on Fridays. Students may participate in Friday group music lessons to study piano or violin. This low-cost program is available to all students despite their ability to pay. Fernwaters also offers students in grades 6-8 basic welding instruction in free, 6-week long, Friday sessions provided on a contract-basis with the Youth Employment Program. Students have the opportunity to further develop their welding skills in tuition-based classes.

Social-Emotional Development

The Fernwaters educational team recognizes the social-emotional development and needs of middle grade students. The social-emotional development of young adolescents does not always keep pace with their intellectual and physical development (Scales, 2010). Young adolescents are searching for a sense of belonging, experiencing conflicting loyalties to family and friends, searching for social status, and experimenting with new behaviors, beliefs, and attitudes. Their desire to conform to a peer group is sometimes challenged by their desire to express their individuality and independence. School programs and structures must allow students to develop in a healthy environment, and they must interrupt and correct any potentially damaging peer interactions (Caskey & Infara, 2014).

The Fernwaters has a multi-year SEL program that provides young adolescents opportunities to develop affirming, positive relationships with peers, self-advocacy & leadership skills, and a service-oriented mindset. A component of the 4th/5th health curriculum addresses emotional awareness and conflict resolution. Sixth graders take a Leadership Class. Seventh graders complete community volunteer projects. Eighth graders take a Career Exploration class. In addition, regular classroom activities create opportunities for cooperative and collaborative learning that gives everyone a sense of belonging and allows students to socialize, take risks, and experiment. Students are encouraged to express their freedom, but within the boundaries for healthy interactions, as defined by the Fernwaters educational team. The Fernwaters program disrupts and corrects all negative peer interactions, especially bullying, that would impede the healthy social-emotional development of our students.

Positive Behavior Interventions

Fernwaters Public Charter School teaches students positive behaviors that will lead to success in any future endeavor. Middle grade students must learn how to study, and they must learn and practice disciplined routines (Lorain, 2017). Our academic program teaches students how to keep their school work organized, and our highly structured program builds routine and discipline.

The United States Department of Education recommends the use of positive behavioral interventions/supports as a model for instruction that proactively identifies the behavioral competencies of all students and addresses these competencies through a multi-tiered approach, (Posny, 2010). Teachers will select evidence-based interventions for their classrooms to remediate any maladaptive behaviors that may impact the learning process of student(s) and their classmates. Positive behavioral interventions may be systematically applied to the whole school,

a small group such as a class, or an individual as determined by the educational team, including, when appropriate, the parent(s)/guardian(s) and the student. As a whole, this process works to clearly communicate expectations to students, teach and reward a student's demonstration of skills that are necessary to learn and thrive in a learning environment while decreasing behaviors that may be incompatible with learning. The Fernwaters staff is committed to employing positive behavior interventions to proactively address any maladaptive behavior, ensuring a safe and constructive environment conducive to learning.

Time on Task

The school calendar and learning program at Fernwaters Public are structured to maximize student time on task. Fernwaters Public Charter School operates on a 4-day week to maintain a schedule similar to the Salmon School District and Upper Carmen Charter School. The calendar and student work day allocate maximum time for student learning, and teachers structure activities to promote *engaged learning time* and *academic learning time*, practices that have been demonstrated to increase student achievement (Time on Task, 2017). This is accomplished by minimizing disruptions, creating smooth transitions, mixing seat-time learning with more interactive learning tasks, and utilizing effective lesson-planning that implements a diverse range of strategies targeted to multiple learning modalities.

Assessment

Fernwaters Public Charter School will effectively and consistently “provide a balanced picture of [its students’] strengths and weaknesses” through both summative and formative assessments (Garrison and Ehringhaus, 2013, p. 1). The Dibels test is used three times per year to identify students who may need Tier II or Tier III interventions or those who may be recommended for special education assessment. The MAP test is a formative assessment used to assess both individual students and schoolwide/classroom performance on ELA and Math. We make necessary adjustments to the educational program or teacher training programs to maximize student growth. While students will participate in summative assessments such as state tests, teachers will also utilize culminating events including end-of-unit tests, presentations, and projects to serve as accountability measures. Just as important, Fernwaters educators will employ various forms of formative assessments on a daily basis to inform student progress as well as teacher practices. These formative assessments comprise written and oral quizzes, questioning, observations, self-assessments, peer assessments, and formal and informal check-ins. Assessment is an on-going process, and the low student to teacher ratio at Fernwaters Public

Charter School allows for accurate and compelling evaluation of student learning and teacher effectiveness.

Excellent Teaching

Research has confirmed that teachers matter more to student achievement than any other aspect of schooling. In fact, it is estimated that a teacher has two to three times the impact on student achievement on math and reading test performance than any other factor, including facilities and leadership (*Rand Corporation, 2017*). The Fernwaters program is devoted to supporting and retaining effective teachers with competitive compensation and appreciation initiatives, and it is dedicated to executing effective evaluation, supervision, and professional development consistent with state requirements and best practices to help teachers continually hone their craft.

Fernwaters will attempt to recruit top talent for teacher vacancies. Ideally we would find candidates among graduates of our program who have completed teacher certification programs. We will also actively recruit teachers through targeted outreach and technology. We will develop a selection procedure that evaluates a candidate's fit and expected work performance and responsibilities. To recruit top talent and to retain high-performing teachers, Fernwaters will offer competitive compensation and benefits packages, foster a positive work culture, and offer professional growth opportunities.

Expected Student Outcomes

Fernwaters Public Charter School expects that students will achieve maximum benefit from its programs if they begin in the 4th grade and remain through the 8th grade. However, we expect to see academic gains from students who enter at any point. Fernwaters Public Charter School sets exemplary expectations for all its students. We are committed to working as an educational team meet the individual needs of every child. Therefore, we aspire to see 100% of our students meeting or exceeding proficiency requirements on required testing. What's more, our educational team realizes that many students show growth and gains in ways not measured on state assessments. Measurable assessment-based benchmarks are traditionally represented as percentages. Because our grade level cohorts are small enough to be statistically insignificant, we set school-wide benchmarks. We expect our school-wide assessment results to exceed both the state average and other district averages in our service area.

At a minimum, we expect our school-wide performance to exceed the higher of these averages by no less than 5 percentage points. We used data from the Idaho Department of Education's K-12 Report Card (Reproduced in Appendix F6) as a baseline for how students are performing in our service area and statewide on the Idaho Standards Achievement Test.

We also set these other benchmarks for success:

- We expect to see all of our students demonstrating academic growth on the growth measures selected by the instructional and administrative team.
- Although classroom grades are not always a reliable measure of a student's success, we do expect to see students earning above average grades after having been in our program for one full year because of the instructional support we provide and the study habits and disciplined behavior they will acquire.
- Fernwaters students will demonstrate their musical achievement by performing publicly at least two times a year—in December and May.
- Fernwaters art students will showcase their works in public art displays 2 times per year.
- We also expect our Fernwaters program to have a positive impact on student behavior. Because of positive behavior interventions, close communication with parents, adult role models, and our highly structured environment, we expect to minimize student suspensions, except in extreme cases.
- We expect that our students will be well-prepared both socially and academically to enter Salmon High School, so we predict that 98% of Fernwaters students leaving our complete program (4-8) will complete their high school diplomas. In fact, in cohorts of Fernwaters students entering Salmon High School from our program, we expect to see fewer than average dropouts and discipline referrals and above average participation in the music program, extra curricular activities, and advanced academic coursework.
- Last, we expect that results on parent and student surveys will reveal overall satisfaction with Fernwaters' program in the following specific areas: 1.) Instruction; 2.) Parent-involvement and communication from staff; 3.) Commitment to safety and student well-being; and 4.) Supportive and positive learning environment.

Student Management System

Fernwaters uses Mileposts as a learning management system which will record and store all of our benchmark, formative, and summative assessment data, as well as our intervention and behavior plans.

Plan for Serving All Students

Fernwaters Public School's class target is 16 students per grade, 4th-8th grade or a school wide cap of 125. The Salmon School District reported 50.33% of its students receiving free or reduced lunch and 13.7% of its students on IEP's for the 2016-2017 school year. Fernwaters

Public Charter School expects to serve a similar demographic of students.

Prospective students of Fernwaters Public School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be the boundaries of Idaho School District # 291.

Fernwaters Public Charter School will admit all eligible pupils who submit a timely application, using the following guidelines set forth by the State of Idaho:

A charter school shall give enrollment preference to pupils returning to Fernwaters Public Charter school and to siblings of pupils already enrolled in the charter school; to children of founders; to children of full-time employees of Fernwaters Public School; and to students residing in Lemhi County at the time of application (Idaho Code 33-5206).

If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level, or building will be selected for the available slots through an equitable selection process, such as a lottery. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order (Idaho Code 33-5206).

The Fernwaters Public Charter School lottery will be held according to Idaho Code 33-5206. The application period will remain open until the first day of school. However, in order to establish a waiting list and comply with required procedures, the formal application period will end April 15th of any given year. The lottery will take place the 3rd Friday of each year.

If the initial capacity of Fernwaters Public Charter School is insufficient to enroll all prospective students, then the selection procedure for any year will conform to Idaho Administrative Procedures Act, Rules Governing Public Charter Schools (IDAPA 8.02.04 Section 203).

The waiting list will remain effective until the last day of school for the school year in progress. That existing waiting list from the active school year will then expire and the new waiting list resulting from the new lottery will take effect for the upcoming school year.

Founder's preference may apply to no more than ten percent; however, additional founders' children may be admitted under lower preferences.

Special Needs Students

Fernwaters Public Charter School will comply with Section 504 and Individuals With Disabilities Education Act (IDEA). The Fernwaters Public School Special Education

Administrator will be the Section 504 Compliance Officer. If a student at the Fernwaters Public School is referred for special education testing, the child will be provided for in one or more of the following ways:

- Fernwaters Public Charter School will form an RTI team to suggest interventions/ accommodations to be used in the classroom. Examples of these interventions/ accommodations include shortened assignments and tests; modified curriculum; and modified grading. Our small class size affords opportunities to individualize instruction. The RTI team will reconvene in a timely manner to consider if the selected interventions/accommodations are effective. If needed, students will be referred to the multidisciplinary team.
- Fernwaters Public Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by specialized personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the Fernwaters Public School, such evaluations will be contracted with a private provider.
- A certificated special education teacher will be responsible for monitoring and supervision of Individual Education Plans (IEPs). The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. The Fernwaters Public Charter School will contract with a private provider for the provision of related services. Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.
- Facility and grounds that are ADA compliant and accessible to all students.

Fernwaters Public Charter School is committed to offering special needs students a free and public education in the least restrictive environment in accordance with state and federal law.

Discipline of Special Needs Students

Discipline of students with disabilities shall be in accordance with requirements of federal law part B of the Individuals with Disabilities Act and section 504 of the Rehabilitation Act.

Gifted and Talented Services

Because gifted and/or talented students have special needs, they will be provided educational experiences that will strive to meet those needs in a regular classroom as well as in special classes, seminars or workshops. The Fernwaters Public Charter School will provide a learning environment that will allow areas to be pursued beyond the scope of the regular curriculum, regardless of their areas of giftedness or talents. This will be accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, honors classes, independent study, interest-based workshops during intercessions, and pullout classes.

Fernwaters Public School will use the following outline of identification procedures for the gifted and talented program:

1. Intellectual/Academic
2. Specific Academics
3. Creativity Visual/Performing Arts
4. Leadership

Culturally and Linguistically Diverse Learners

Fernwaters Public Charter School will identify and serve Culturally and Linguistically Diverse [once referred to as Limited English Proficient (LEP) and English Language Learner (ELL)] students in compliance with Title VI of the Federal Civil Rights Act and Executive Order 13166 and all current and applicable state laws. State and federally mandated testing of CLD students will be administered. Services may be provided on-site or contracted out. Fernwaters Public Charter School will follow the Idaho ELL Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students:

Home Language Survey (HLS)

Registration cards must include at least the question: What is the primary language spoken in the home?

- If a response is any language other than English, a survey must go home to the parents.
- The survey must be comprehensive.
- If a district has Native American students, more questions should be included such as:
Is the student's language influenced by the Tribal language through a parent,

grandparent, relative or guardian? Does the student have at least one grandparent that is part of a federally recognized tribe?

- If the survey comes back indicating that a student may have EL, they must be tested with an English language proficiency test within 30 days of registration or within two weeks of entry into the school.
- If a student tests less than proficient on the English proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired.
- If the parent does not waive the EL services for their child, then the student must be placed in a program of “high quality language instruction, based on scientifically based research” (Section 3115c(1). As determined by the individual purposes.
- Once a student tests proficient on the English language proficiency test, they will be exited from the EL program and monitored for two years. Students on monitoring status will be coded ELX on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as having EL for state and federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, as mandated by the Office of Civil Rights.

According to DATA USA (2017), only 2.73% of Lemhi County’s residents speak a language other than English. The second most widely spoken language in our service area is Spanish. The Fernwaters team has identified local Spanish-English bilingual community members and educators capable of providing services for these Spanish speaking individuals.

Professional Development Plan

Fernwaters Public Charter School aims to employ teachers with proven records of success, while also constantly recruiting unexperienced potential teaching talent. Teachers new to the Fernwaters program will receive training that highlights the unique expectation for Fernwaters staff and how meeting those expectations helps us create a unique culture and fulfill our stated mission.

Part of our professional development plan is to recognize and share the knowledge and skills of our existing staff members. We will do this through ongoing dialog in the form of regular, weekly meetings and informal discussions built around an institutional growth mindset regarding how we may improve our teaching craft and service to children and the public. Teachers can

learn a lot from each other, given the opportunity to discuss and collaborate. We will provide opportunities for our teachers to observe other effective teachers, both within and outside of our community and to invite effective teachers from other institutions to our school to share their ideas and innovations. Our professional development plan furthermore calls on our more experienced teachers to mentor new or less experienced staff. All Fernwaters teachers develop annual Individual Professional Learning Plans with goals matched to the Danielson Framework and the Idaho Professional Educator Standards. Progress toward goals is assessed as part of the summative teacher evaluation process.

The Fernwaters staff recognizes the value of meaningful teacher evaluations to improve instruction. All teachers will receive a minimum of two evaluations per year. We will encourage all teachers new to Fernwaters to receive training in the approved teacher evaluation tool. Where allowed, we will use a teacher-evaluator model because we want to emphasize the supervision aspect of teacher evaluations, providing an ongoing and non-threatening discourse about curricula, methods, and classroom management practices that optimize learning outcomes. Our evaluator and administrator will visit classrooms frequently, performing informal walk-through assessments. Our teacher-evaluator and administrator will collaborate to complete the formal assessments consistent with those required in IDAPA 08.02.02.120 and Idaho Code 33-1001(12).

Based on evaluation observations, school data, patron feedback, and teacher suggestions, the administrator will work with individual teachers and the whole staff to agree on professional development opportunities that best meet the needs of individual staff and the institution as we strive to continually improve safety and learning outcomes for our students.

Furthermore, teachers will be encouraged to make full use of interim formative assessments, summative assessments, and/or other assessment growth measures as determined by the State Department of Education and the Fernwaters educational team. All teachers will be trained in how to use these resources to improve their practice and achieve better learning outcomes for students.

Professional development at Fernwaters will constantly strive to improve teacher, administrator, and board member knowledge of state standards, learning objectives, current trends, legal requirements, and best practices.

Since effective leadership is crucial to a school's success, the Fernwaters governing board will monitor administrator performance and conduct annual administrator evaluations in accordance with IDAPA 08.08.02.121 in order to promote reflection and improved work performance. The administrator for Fernwaters Public Charter School will be expected to seek training and mentorship to improve his or her performance as educational and operational leaders. The Fernwaters administrator will be expected to stay current on local, state, and federal laws and

best practices.

Fernwaters Public Charter School will develop a program of equitable tuition reimbursement for all of its teachers wishing to pursue coursework and/or advanced degrees in educational leadership or other education related fields. In this way, we aspire not only to retain highly effective teachers, but also to produce potential candidates to fill part-time administrative roles.

Our professional development opportunities will also include appropriate trainings for classified staff and board member training.

Financial and Facilities Plan

The administration and governing board of Fernwaters Public Charter School are dedicated to committing public funds conservatively and transparently. Our accounting practices will conform to GAAP (Generally Accepted Accounting Principles), and we will comply with all legal requirements for audits and reporting.

Record Keeping

To provide an accurate record of all financial transactions (a good audit trail), the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to charter schools. This includes record-keeping in both the modified and full-accrual basis of accounting. Audited financial statements certified by an independent auditor will be prepared annually using the accrual basis of accounting. Further, the school specifically requires the following:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school;
- Receipts and disbursements must be fully and accurately described in the books and records;
- No false or fictitious vendors, invoices or entries may be made on the books or records nor any false or misleading reports issued;
- Records are maintained for the minimum period according to state law.

Budgeting Process

The administrator will work closely with members of the board to instruct them in the state's ADA foundation funding model and salary-based apportionment funding models. The budgeting team will begin with a line-item budgeting model that incorporates elements of site-based

budgeting to include teaching staff, board members, and stakeholders in decisions regarding how best to allocate resources to achieve educational outcomes and achieve the Fernwaters mission. The budget team will meet quarterly to review expenses and fund balances.

Expenditures

Expenditures will be controlled as described in the following sections:

1. Purchasing Process: Fernwaters Public School utilizes a purchase order system which allows the individual teacher[s] to determine their educational priorities for purchase. These are then approved by the Administrator. All billing and payments are made through an independent clerk or accountant. The Board reviews and approves all payments at regular Board Meetings.
2. Financial Management: Accounting records are kept in accordance with generally accepted accounting principles. Fernwaters Public School will use state-approved accounting software that follows the Idaho Financial Accounting Reporting Management System (IFARMS) formatting and will have an external financial audit completed each year.
3. Bonding: Fernwaters Public Charter School purchases insurance and bonding and carries policies developed specifically for Idaho Public Schools.

Priorities/Philosophy

Our first budget priority is maintaining day to day operations while keeping students and staff safe. We must be able to pay for our facility and related costs, including utilities and insurance, and staff salaries and benefits. Our staff salaries must be competitive. Beyond those basic needs, we have the capacity for frugality. Our second priority is optimizing student learning outcomes. To ensure the longterm financial health of the institution, we will conservatively staff the school, allowing for fluctuations in student enrollment. We will also seek teaching staff with advanced degrees and/or multiple endorsements, providing more funding and staffing flexibility. We will seek teachers with administrative credentials so that we can provide institutional leadership without hiring a full-time administrator. We will create long range strategies to budget for textbook and technology replacement and facility maintenance. We will keep our classroom supplies budget lean and efficient. We will conservatively estimate enrollment and revenue and budget for unanticipated contingencies. We will demonstrate our capacity for producing excellent educational outcomes and customer service. We will seek community partnerships and build strong community relations. We will actively apply for grants and initiate fundraising. We will aim to maintain a reserve fund representing at least 5% of our overall revenue.

Accountability and Transparency

To maintain a high degree of accountability and transparency, we will segregate financial

responsibility according to Table 2 in Appendix D.

Payroll

Fernwaters Public Charter School intends to employ, on a contract basis, a trained accountant or business manager. Deena Shiner, the business manager for the Leadore School District, has offered to personally train our business manager. This will be a part-time position. The business manager will use 2M software to manage payroll and other accounting data. The business manager and superintendent will work closely together to effectively manage the school's finances.

Liability Insurance

Fernwaters Public Charter School will carry worker's compensation and general liability insurance on its facility, equipment, and staff commensurate with other schools of similar size. We have budgeted \$10,000-\$15,000 per year for this coverage.

Assessment

We will form a Financial Assessment Team to review at least annually our Tactical, Operational, and Strategic Fiscal Health, in accordance with recommendation in *Assessing Fiscal Health: A Financial Benchmarking Tool for Charter Schools* (Crocker, et al, 2009).

Transportation and Food Service Plan

Fernwaters Public Charter School does not offer its own bussing or food service plan. We will work with other agencies to meet the transportation and a nutrition needs of families who experience transportation and nutrition as barriers to attending our program.

Description of Facility Needs

Fernwaters Public Charter School will require four classroom spaces of 750-1,000 square feet, one for the 4-5 program, two adjoining rooms for the 6-8 program, and one music room. At 20-30 square feet per student, we will require approximately 1,200-1,800 square feet of instructional space to accommodate our target population. Code will require two bathrooms, one of which is ADA compliant. We will also require a safe outdoor play area for student physical education and recess recreation. The facility will be located within Salmon city limits for the convenience of parents and students. Our budget permits up to \$16,750.00 per year to lease classroom space. Facilities meeting these requirements have been secured. Fernwaters will lease the facilities in its first years of operation. We will incur \$45,000-50,000 in remodeling costs to create the three core learning spaces we need and to comply with fire safety and ADA codes. A commitment of \$20,000 in start-up funds, referenced in F8, will help defray these expenses. Existing and proposed floor plans are included in Appendix F2 and F3. Architectural plans by DG Stamp Architects are being paid by private donations. Parents with construction and interior design talents have offered their services to help reduce our costs. Our fundraising

efforts will be aggressive, but it's possible we will need to incur up to \$25,000 in loans to prepare our facility. We have negotiated a partnership with the Lemhi County Historical Society to sublease a room in one of their facilities for our music room. In exchange, to help reduce our costs, we have offered to provide storage for their historical artifacts. The music room will not require any changes or modifications.

Board Capacity and Governance Structure

Governing Board

The Governing Board of Fernwaters Public School (the Board) will be organized and managed under the Non-Profit Corporation Act. The Board will be deemed public agents to control the Articles and By-Laws of the Non-Profit Corporation known as Fernwaters Public Charter School, Inc. The Board will have all the power and duties afforded to a Board of Trustees.

The Fernwaters Public Charter School will be considered a public school for all purposes and, as such, shall be responsible for identification and compliance with all statutory requirements affecting the operation of a public school. Therefore, board meetings will adhere to the regulations set forth for open meeting laws; maintain and archive accurate minutes; and make said minutes available to the public.

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). The number of Directors constituting the Board shall be not less than five (5) or more than seven (7) Directors. The primary duties of the Board will be policy-making, advising and evaluating. The Board shall also oversee the financial means by which the educational program is conducted. They shall ensure that the community be informed of the needs, purpose, values and status of the Fernwaters Public School.

The initial Governing Board of Directors shall serve staggered terms for which not more than two (2) such terms shall expire in any given year.

Segregation of Duties

To begin operations Fernwaters Public Charter School will segregate governing board and administrator duties according to the chart provided on the Idaho Department of Education School of Choice website (2017). The chart is reproduced in Table 1 of Appendix D. This chart will be reviewed periodically and revised as needed.

Founding Board Qualifications

Fernwaters Public Charter school's Founding Board of Directors, whose resumés are included in Appendix C, represent a diverse and capable sector of our community. Two of our board members own and operate successful private businesses. They are well-versed in financial

management and business operations. Three of our board members have served on other non-profit boards. One of our board members is employed by The Lemhi County Historical Society. His community connections to this and other community organizations is an asset in our efforts to develop strong partnerships and healthy relationships with other local service organizations. One of our board members is a nurse working for the veteran's clinic. We welcome his connections to a hard-to-reach segment of our public. Three of our board members are Salmon natives, and since Salmon is a community that values its *locals*, these individuals will help solidify the legitimacy of our organization and its mission and purpose. One of our board members is bilingual in Spanish and English. She adds dimension to our communication capacity and to our commitment to ethnic diversity. This board member also has a degree in business management and work experience in accounting. All of our founding board members have children in the charter school program, and their vested interest in the longterm success of our venture is personal and earnest.

Transition Plan

At Fernwaters Public Charter School, we recognize the value of maintaining a healthy and vital board of directors capable of evolving with the growth of the institution. We recognize that the skill sets needed to found an institution may not be the skill sets needed as it reaches maturity. As we transition from a founding board to a governing board, we will seek board members who are not all parents. We will actively recruit board members with specific skills and experience in areas such as, but not limited to 1.) Education, 2.) Finance, 3.) Communication, 4.) Fundraising, 5.) Facilities/safety, and 6.) Law. We also seek representation from diverse sectors of our community.

We seek practices which maintain the governing autonomy of the board separate from, but in strong cooperation with, the management responsibilities of the administrator. We also seek practices that will help us avert *Founders Syndrome*. We plan to attribute the "founding" of the school broadly to several individuals who made material contributions, thus distributing the credit and disallowing a single individual from intrusively micromanaging or preventing the successful, organic growth of the institution.

Our transition plan requires that our founding board of directors will serve staggered terms in their first year as a governing board. Our Bylaws prohibit directors from serving more than two consecutive terms without at least one year's respite before they are eligible to serve again. We will immediately begin a board member recruitment process and engage interested individuals in committee work. Our Bylaws specify the process for replacing board members. Last, our transition plan involves having prepared board of director training materials and opportunities to orient new directors and transition them effectively into their roles.

Our governing board members may be expected to work with the administrator, staff, and stakeholders on committees, include the following: 1.) Strategic planning; 2.) Budgeting/ Fundraising; 3.) Facilities/Safety; 4.) Technology/IT; or, 5.) Other, as determined by the board and administrator.

Board Training and Recruitment

As recommended by NAIS (National Association of Independent Schools) all new board members will receive training materials that will include a minimum of the following materials:

1. School Charter and Mission Statement
2. Brief History of the School
3. Directories: Trustee; Faculty
4. Calendars: School Year; Board and Committee Meetings; Reporting Deadlines
5. Budget/Audit
6. Literature on best practices for school board members
7. By-laws
8. Minutes (from the last year)
9. *Idaho Open Meeting Law Manual*
10. Board policies
11. Student handbook

All board members will annually review *The Idaho Open Meeting Law Manual*. New board members will be required to read and review scholarly literature about effective governing boards and research-based best board practices. The board members and administrator will annually review and update as necessary the list of segregated board and administrator duties. Fernwaters Public Charter School will require each board member to attend a board member training at least once during his or her term, and we will financially support these trainings.

New board members will be actively and continuously recruited from within and without the charter school community based on the skill sets and diversity required throughout all phases of the charter school's development, as identified by the existing school board members.

Specifically our recruitment plan will follow the steps prescribed by in *Creating Effective Governing Boards*.

1. Establish a board selection committee.
2. Prepare for active board director recruitment by reviewing bylaw requirements for

- board service, creating board member job description, and reviewing governance structure in regard to charter contract compliance and strategic plan.
3. Develop profile of current school board.
 4. Determine strategies to build board diversity.
 5. Develop an initial list of prospective board members.
 6. Conduct first round of contact with top recruiting prospects.
 7. Schedule and conduct orientation sessions with prospective board members.
 8. Elect new members to the charter school board.

Student Demand and Primary Attendance Area

Primary Attendance Area

The primary attendance area for Fernwaters Public School will be Lemhi County. Salmon School District #291 serves an isolated community in the eastern mountains of Central Idaho. It currently serves 789 students. Students in this attendance area may attend the Salmon Public School system or the Seventh Day Adventist school. Some parents may also choose to homeschool children in these grade levels.

Fernwaters Public Charter school plans to serve grades 4-8. In keeping with both the Salmon School District and the Upper Carmen LEA, Fernwaters will instruct students on a 4-day week, Monday through Thursday.

Community Need, Demand, and Market Interest

The Fernwaters Public Charter School facility on 103 Van Dreff Street is centrally located in the city of Salmon. This location will be convenient for most families in the service area. Many students will be able to walk or bike to school.

The Fernwaters facility is adjacent to the existing bus pick-up and drop-off site on Water Street for the Upper Carmen Charter School busses. This location is convenient for parents, and though Fernwaters will not initially offer its own bussing, it will either contract with the Salmon School District to offer transportation to students in outlying regions of the attendance service area or offer reimbursement to families in compliance with I.C. 33-1501.

The racial composition of families in our service area is predominantly white, and English is the primary language. The poverty rate in Lemhi County is about 18.7%, according to the U.S. Census Bureau. The median household income is \$34,329 (2017).

Fernwaters Public Charter School proposes to offer a choice for parents whose children have been educated in one of Salmon's public or private schools and homeschooled students looking for a smaller school setting offering more individualized attention.

Because of our low student-teacher ratio and highly structured program, Fernwaters meets the needs of students who prosper in a smaller classroom environment. Our teachers design effective, engaging curricula that keep students productively on-task and learning. Our program offers both remediation for students who struggle and acceleration for gifted students. The music and art programs offer local students a learning experience that encourages artistic expression, develops expressive talents, and fosters self-esteem through successful public performances.

Our approach to teaching positive social behaviors offers students a sense of safety, family, friendship, adult mentorship, and caring that may not be as accessible in a larger learning environment. Fernwaters Public Charter School expects its students to behave respectfully and politely, and our staff is committed to ensuring that all students are accountable for conforming to our high standards. We also expect that our students will become responsible stakeholders in maintaining the positive culture and welcoming learning environment created by the individuals associated with our program.

In a broader culture that allows a growing number of students to slip through the cracks because they are not recognized and appreciated for their individual strengths, Fernwaters offers a learning environment and program that celebrates diversity, creativity, individual expression, and artistic/musical achievement. In a broader culture that promotes competition and exclusivity, Fernwaters offers a program that teaches empathy and encourages acceptance.

The petitioning group for Fernwaters Public Charter School has polled parents of children currently attending Upper Carmen Public Charter School, and parents have overwhelmingly indicated their intent to send their children to the newly established charter school. Parents of children not currently attending a charter school have also expressed a desire for a school of choice serving students in the middle grades. Parent interest has driven this charter proposal.

Fernwaters Public Charter School guarantees equal access to its programs for all students within the service area. Prospective students of Fernwaters Public School will be given the opportunity

to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Fernwaters Public Charter School will actively recruit students from all sectors of our service area for enrollment using, but not limited to, the following methods (Idaho Statute 33-5205(3)(s)).

- Advertisements in the local newspaper and/or over the local radio station.
- Brochures promoting the curriculum and teaching style of the school.
- Public information meetings about Fernwaters Public School will be held in accordance with Idaho Statute.
- Public interview on local radio.
- Social Media.

Community Partnerships and Local Support

The Lemhi County Historical Society leases a portion of its facility for a music room, our students will participate in educational programs with the museum, and we lease the Salmon Grange for school events. The Youth Employment Program is another partner. We contract with YEP for our Career Technical Friday enrichment welding and graphic design programs.

Strategies for Enrolling Underserved Families

The predominant underserved sector in our service area is families who struggle financially. We will actively recruit students from this subset of the population by advertising our program at events like the community dinner and by marketing our program in person in high poverty neighborhoods and at programs that attract low-income families. We will actively connect our low-income students and families to our community's many support resources, such the following: 1.) Lemhi After School Promise, a non-profit which offers academic tutoring, mentoring, learning activities, nutrition, a Friday learning program including a meal, and a USDA Summer Food Program; 2.) The Mahoney House, which offers among other services a Youth Empowerment Program; 3.) Local food banks and food security resources.

Enrollment Capacity

Our facility has limited capacity for substantial growth. Our target enrollment in our first year is an average of 10 per grade. In year two, we expect to increase our capacity to an average of 12 students per grade, and in year three, we will expand to 16 per grade, which for us, will be a sustainable model.

Appendix A: Budget Proposal and Facilities Options

Please see separate document—**Fernwaters Budget Proposal** for Appendices A1-A5.

A6: Facilities Options

We intend to occupy a facility at 103 Van Dreff Street, Salmon, Idaho. This facility was built in the 1950's as a church. It was later converted in a playhouse. For the past 20 years, it has served as both a private residence and a daycare/preschool facility. Because it has already been used to house children for educational purposes, many features, such as appropriate fire escape routes, passcodes on the exterior doors, and ADA compliance, have been addressed. The current residents have upgraded several structural and cosmetic features of the property. The play area has a 6-foot privacy fence. Remodeling will primarily serve to remove residential components

and interior walls. Remodeling will also bring the other features of the building up to the recommended codes for our occupancy purpose and load. For example, we will install a fire alarm system and improve accessibility to the bathroom. Until such a time as Fernwaters can purchase a facility without jeopardizing its educational budget, it will continue to lease its facilities.

We examined other properties, including large residential homes and commercial spaces. These options were either prohibitively expensive to purchase, unavailable for lease, lacking in safety features, lacking in outdoor play areas, or too costly to remodel.

Update: The 103 Van Dreff Street campus is fully functional and leased at a cost of \$1,200.00 per month. Fernwaters proposes to open a second campus at 301 Waller Street, which we are purchasing May 28, 2021. We are remodeling a 2 classroom modular on this 2 acre site, which we expect will become the permanent facility for all Fernwaters students.

Appendix B: Articles of Incorporation and Bylaws

B1: Articles of Incorporation

201



ARTICLES OF INCORPORATION (Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code
Filing fee: \$30 typed, \$50 not typed
Complete and submit the form in duplicate.

FILED EFFECTIVE

2018 JAN 19 PM 1:58

SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:
Fern-Waters Public Charter School, Incorporated

Article 2: The purpose for which the corporation is organized is: Please refer to attachment A.

Article 3: Registered agent name and address:
Kristin Foss 302 Front Street Salmon, Idaho 83467

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:
John Logan 307 River Street Salmon, Idaho 83467
Brian Barry 1706 Taft Street Salmon, Idaho 83467
Jennifer Coffey 104 S. Daisy Street Salmon, Idaho 83467

Article 5: Incorporator name(s) and address(es):
Jennifer Coffey 104 S. Daisy Street Salmon, Idaho 83467

Article 6: The mailing address of the corporation shall be:
302 Front Street Salmon, Idaho 83467

Article 7: The corporation ([X] does [] does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed: Please refer to attachment B.

Signatures of all incorporators:
Printed Name: Jennifer Coffey
Signature: [Handwritten Signature]
Printed Name:
Signature:
Printed Name:
Signature:

Secretary of State use only
IDAHO SECRETARY OF STATE
01/19/2018 05:00
CK:23841671826 CT:351304 BH:162214
1@ 30.00 = 30.00 INC NONP #2
1@ 20.00 = 20.00 EXPEDITE C #3

C216304

Revised 08/2015

*Attachment A.**Article 2:*

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code.

The corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the corporation shall be the carrying 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 or in opposition to 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 of 1986, or the 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 of 1986, or the corresponding section of any future federal tax code.

Attachment B.

Article 8:

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the authorizing entity.

Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the country 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.

B2: Bylaws

BYLAWS
OF
Fernwaters PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation
Adopted February 7, 2018

**ARTICLE I
MEMBERSHIP**

Section 1.1 No Members

The Corporation shall have no members. Any action that 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.

**ARTICLE II
OFFICES**

Section 2.1 Offices

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

**ARTICLE 3
PURPOSE**

Section 3.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of a corporation exempt from Federal income tax under Section (c) (3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or a corporation, contributions

to which are deductible under Section 170 (c) (2) of the Internal Revenue code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy-making, advising and evaluating. The Board shall have 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.

Section 4.2 Powers

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 School Act of 1998" (I.C. 33-5201). Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have the powers enumerated in these Bylaws and the following specific powers:

1. To elect and remove officers, agents, and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
2. To conduct, manage, and control the affairs and activities of the Corporation and to make rules and regulations.
3. To govern the school in accordance with its stated mission, adopted policies, procedures, and codes of conduct.
4. To enter into contract, leases, and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation.
5. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, encumber, convey,

or otherwise dispose of such property.

6. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Idaho Nonprofit Corporation Act and the limitations noted in these Bylaws.

Section 4.3 Election of Directors

The original Governing Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board.

2. After the initial year of operation, Directors will be elected to fill vacancies on the Board by vote of the Directors at the Corporation's Annual Meeting.

3. Directors for Fernwaters Public Charter School will be elected to fill vacancies on the Board by the process outlined below.

- A. All Board of Directors applicants will be required to fill out and submit an application no later than fourteen (14) days prior to the date of election.
- B. All Board of Directors applicants will be required to go through a screening process overseen by a committee that is appointed and approved by the Charter School Board of Directors. The committee shall consist of staff members or employees, parents of students attending the school, organizing members and founders of Fernwaters Public Charter School, and/or members of the Board of Directors.
- C. The committee will then nominate candidates for each open position.
- D. No more than three candidates per position shall be nominated.
- E. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one of more of the following: a parent/guardian of a child attending the school; staff members or employees of Fernwaters Public Charter School; Fernwaters Public Charter School board members, founders, and other interested persons.
- F. The time, date, and location of all elections will be advertised by Fernwaters Public Charter School using, but not limited to, the following methods: public service

announcements in newspapers and sending notification home with students.

- G. Voting in board member elections can be done in person at the Fernwaters school office, or other means, as posted.
- H. If no candidate exists for an available elected position fourteen (14) days prior to the scheduled election meeting, that position may be deemed by the nominating committee an appointed position for single term immediately following the May meeting and all applicable Sections and subsections shall apply.

5. After the initial terms, all terms shall be two (2) years.

6. Directors may serve two (2) consecutive terms, but then must take a one (1) year respite before becoming eligible to serve another term.

Section 4.4 Number of Directors and Terms

The initial Governing Board of Directors of the Corporation shall serve staggered terms for which no more than two (2) such terms shall expire in any year. The seats of the Directors shall be designated by letters, solely for identification. Directors currently holding such seats are as follows: Jennifer Coffey, Brian Barry, Amalia Phillips, Michael Taylor, and John Logan

Section 4.5 Resignation and Removal

1. 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 Chairman of the Board, 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 Directors then in office. A Director may be removed without cause as provided by Sections 30-3-70 and 30-3-71 of the Idaho Nonprofit Corporation Act. A Director may also be removed for the following acts:

- A. Has failed to attend four (4) or more of the Board's Regular Meetings in any calendar year without giving notice of a reason for the absence;
- B. Has been declared of unsound mind by a final order of court;
- C. Has been convicted of a felony; or
- D. Has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Act.

2. Removal of a Director for one or more of the reasons listed in Section 4.5 (1) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties in public except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken.

Section 4.6 Vacancies

1. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
2. A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next Annual Meeting of the Corporation.
3. 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 4.7 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.

Section 4.8 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.9 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.10 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.

ARTICLE V

BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Lemhi, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The Annual Meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Wednesday of June, if not a legal holiday, and if a legal holiday, then on the day following, at 6:30 p.m. If the Annual Meeting of the Directors cannot be held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Wednesday of each month if a Director sees the need to have a meeting during the month. The board will meet no less than four (4) times a year on a quarterly basis.

Section 5.4 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 not be given by mailing written or printed notice of the same but shall be posted on the Fernwaters Public School bulletin board, at the Salmon Post Office, and at the Public Library.

ARTICLE VI

OFFICERS AND DUTIES

Section 6.1 Officers

The officers of the corporation shall be the Chairman of the Board, Vice Chairman, Secretary, and Treasurer. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the Annual Meeting by the Board and serve a one (1) year term.

Section 6.2 Chairperson of the Board

The Chairperson of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction, and control of the business of the Corporation. The Chairperson of the Board shall preside at all meetings of the Board. The Chairperson of the Board has the general management powers and duties usually vested in the office of President and General management as well as such other powers and duties may be prescribed from time to time by the board.

Section 6.3 Vice Chairperson

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

Section 6.4 Secretary

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 for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the 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.

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 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 6.5 Treasurer

The Treasurer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business 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.

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 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.

ARTICLE VII FISCAL AFFAIRS

Section 7.1 Fiscal Year

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

ARTICLE VIII OTHER PROVISIONS

Section 8.1 Non-liability of Directors

The Directors shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

Section 8.2 Open Meeting Laws

All meetings or other Board action of the Board of Directors shall be subject to the Open Meeting Laws of the State of Idaho.

ARTICLE IX NOTICES

Section 9.1 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.

**ARTICLE X
DISSOLUTION**

Section 10.1 Dissolution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up the dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to one or more non-profit funds, foundations, or corporations which are organized and operated exclusively for education purposes and which have established their tax-exempt status under Section 501 c 3 of the Internal Revenue Code of 1986, or to a state or local government for a public purpose as determined by the Board.

**ARTICLE XI
AMENDMENTS**

Section 11.1 Bylaws

A majority of the Directors may adopt, amend, or repeal these Bylaws, which are to be reviewed, amended if necessary, and approved annually.

Section 11.2 Amendments

Any amendments to these bylaws approved by the board shall be documented and dated in Article XII entitled Amendments to Bylaws.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Fernwaters Public Charter School, Incorporated and 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 February 7, 2018.

Signed: _____, Initial Agent

Appendix C: Board of Directors and Petitioning Group

C1: Board Members' Resumés

John D. Logan
 307 River Street
 Salmon, Idaho 83467
 208-993-1462

salmonwordsmiths@gmail.com

Objective: To work using my diverse experience and skills, to develop opportunities for myself and progress to a long term career.

Summary of Qualifications:

- 4 years of logistics and supply management
- 10 years providing excellent customer service
- Extensive computer skills; Microsoft Word, Excel, and image editing
- 4 years of youth leadership volunteer, including t-ball, soccer, 4-H, First Robotics
- Experience in supervising other employees; excellent leadership skills

Highlights of Personal Qualifications:

- Community driven; Search and Rescue, Youth Soccer Coach, Lemhi County Historical Society Vice President
- Honest, dependable, and safety oriented
- Excellent work ethic; work well under pressure; able to meet deadlines
- Problem solver; creative thinker; willing and eager to learn new things
- Work well without supervision or with other employees

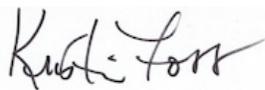
Employment Experience:

Docent Lemhi County Historical Society and Museum, Salmon, ID 04-17 - Present

- Re-organize digital archives to create public access point
- Lead tours of museum
- Provide customer service for the photo print shop
- Serve as Vice President for the Lemhi County Historical Society and Museum

Arts Education Coordinator Salmon Arts Council, Salmon, ID 06/15 – 02/16

- Facilitate logistics for all arts education projects for school and community outreach
- Serve as SAC liaison to create and maintain community partnerships
- Serve as SAC liaison with school personnel for all planning and implementation of projects and outreach programs
- Maintain the Arts Education Program Budget
- Develop and edit curricula and schedules for school and community outreach programs
- Research and report on programs and projects concerning school and community outreach
- Manage the SAC presence on all social media platforms
- Manage the SAC website



C1: Board Members Resumés

Amalia Phillips
 186 Lemhi Road, Salmon, Idaho 83467
 (208) 303-0430
 phillips1075@centurytel.net

Objective: Application for founding board member of FernWaters Public Charter School.

Education:
 University of Montana-Western *Sept 2002-May 2006* *Dillon, Montana*
 -Bachelor of Science in Business
 -GPA-3.45 -141 Credit hours

Languages:
 English- Fluent
 Spanish- Fluent

Work Experience:

St. John's Medical Center

- *Financial Authorizations Supervisor* *March 2015-Current* *Jackson, WY*
 - directly supervises the Financial Authorizations staff. Ensuring optimal performance in acquiring authorizations in a timely manner. Engages in efficient processing of assigned tasks and projects while providing an exceptional level of customer service for all patients. Has a full understanding of all Patient Financial Services, and daily engagement in quality assurance and process accuracy. Main point of contact for departments regarding all authorization questions and needs.

3-P Trucking, Inc.

- *Business Manager* *May 2011-Current* *Salmon, Idaho*
 -payroll, human resources/employee management, accounts receivable, accounts payable, reconciliation of accounts, keeping vehicle and company registrations and insurances current, budget planning, allocation and tracking, and preparing balance sheets and financial statements for company officials

Steele Memorial Medical Center

- *Medicare Billing Specialist* *September 2011 -March 2015* *Salmon, Idaho*
 -preparing and submitting compliant medical claims to insurance carriers, securing appropriate medical documentation required by some insurances, following up with insurance carriers on unpaid claims, processing rejections and resubmitting or coordinating with the patient for payment, reviewing EOB's to ensure proper payment, daily deposit of insurance payments and performing the monthly contract bill run.
 - Medicare Compliance Officer. This is accomplished by reviewing all Medicare updates and new policies. I act as a facility point-woman on these updates and stay in contact with hospital department heads in order to circulate new information. Review and audit records for accuracy and completeness according to Medicare Policies and Procedures.
- *Informatics Specialist* *March 2010-September 2011* *Salmon, Idaho*
 -configuring PC's for end users, installing and configuring PC software and hardware, troubleshooting software and hardware issues, maintenance and operation of organization's computers, training personnel on hospital software applications and hardware and configuring and maintaining voice mail.
 -appointed Team Leader of a committee composed of physicians, nurses, and administration for choosing a new clinical documentation software.
- *Nurse Tech* *July 2009-March 2010* *Salmon, Idaho*
 -coordination and maintenance of provider schedules, patient statistics, Healthy Connection Referrals, specialty referrals, medical records-data entry, WAVE lab testing, taking vitals from patients, insurance prior certification, pharmacy prior authorization, and clinic liaison for county indigent medication program.
- *Receptionist* *April 2007-July 2009* *Salmon, Idaho*
 -coordinating and maintenance of provider schedules, patient scheduling, communications, accounts receivable, patient statistics, building forms, patient registration, and updating demographics. Multi-tasking while providing polite, tactful and helpful service to the general public.

C1: Board Members Resumés

Michael Robert Taylor
511 Courthouse Dr.
Salmon, ID 83467 US
Day Phone: 2087567914 - Ext:
Email: fj40mojo@msn.com

Education:

Apollo College Boise, ID United States
01/2009

GPA: 4.0 of a maximum 4.0

Major: LPN

Relevant Coursework, Licenses and Certifications:

Clinical experience in Long Term Care, OBGYN, Psyche, Med/Surg, Rural, including clinical experience in CLC and Med/Surg at VAMC as well as Long Term Care at ISVH. Passed NCLEX-PN on first attempt.

Boise State University Boise, ID United States

Associate's Degree 05/2002

GPA: 3.82 of a maximum 4.0

Credits Earned: 275 Semester hours

Major: Machine Tool Technology Honors: Magna Cum Laude

Relevant Coursework, Licenses and Certifications:

Technical Certificate (1st year), Advanced Technical Certificate (2nd year), AAS Machtech

Salmon HS Salmon, ID United States

High School or equivalent 05/1988

GPA: 3.9 of a maximum 4.0

Major: College Prep Honors: Summa Cum Laude

Work Experience:

Department of Veteran Affairs

Boise, ID United States

Salmon CBOC

04/2009 - Present

Duties, Accomplishments and Related Skills:

Direct patient care. Two years of successful practice on Boise VAMC Medical Surgical floor, six years successful practice in outpatient clinic setting, Telehealth Clinical Technician, Preceptor for Telehealth, independently operates biweekly phlebotomy lab and weekly Diabetic/High Risk Foot Care Clinic. Serves on Boise VAMC LPN/VN Nurse Practice Standards Board.

Prior: 8 years in Machine Tool Technology trade as CNC Machinist, 10 years heavy equipment operator in Mining Industry and 3 years active duty in US Army as 11B (Infantryman) 1/27th Infantry Wolfhounds, 25th ID (Light) Schofield Barracks HI.

C1: Board Members Resumés

Intermountain Wellness Center
1911 Main St.
Salmon, Idaho 83467
(208) 756-2211
bbarrydc@gmail.com

Brian A. Barry B.S., D.C.

EDUCATION:

1998-2002 Palmer College of Chiropractic, Davenport, IA. Receiving a Bachelor of Science and Doctor of Chiropractic degrees.
1998 Scott Community College, Bettendorf, IA. Majoring in pre-chiropractic.
1996-1997 University of Northern Iowa, Cedar Falls, IA. Majoring in pre-chiropractic.
1992-1994 Loras College, Dubuque, IA. Majoring in sports medicine.

PROFESSIONAL EXPERIENCE:

2008-Present Owner/Operator of Intermountain Wellness Center, Salmon, ID
2002-2008 Owner/Operator of Barry Chiropractic & Wellness Center
2003-2005 Adjunct Science Faculty at Kirkwood Community College
Supervising Deans: Bob Driggs, and Betty Haar
2001-2002 Student Extern
Palmer College Main Clinic
Supervising Doctor: Virginia Barber, B.S., D.C.
2001-2002 Radiology Intern
Palmer College Main Clinic
Supervisor: Donna Hellman, RT
2001 June/July Clinic Abroad to Kathmandu, Nepal
Supervising Doctors: Virginia Barber, B.S., D.C., Tracey Littrell, D.C.,
D.A.C.B.R., Thomas Ring, D.C., Barry Weise, D.C.,
D.I.C.B.N., Kathy Canty, D.C.

CERTIFICATIONS:

Doctor of Chiropractic, Palmer College of Chiropractic 2002.
Bachelor of Science, general science and anatomy, PCC 2002.
National Board of Chiropractic Examiners, Parts I, II, III, IV,
and Physiotherapy.
CPR and emergency procedures, American Red Cross.
Licensed Chiropractic Physician in the State of Idaho.
Member of the American Academy of Spine Physicians.

AWARDS AND HONORS:

PCC President's List
PCC Dean's List
PCC International Alumni Scholarship

EXTRA-CURRICULAR:

Member of American Academy of Spine Physicians
Member of Metro Networking Associates
Past President and Vice-President of Business Network International
Past Secretary/Treasure of the Iowa Chiropractic Society
Palmer Class 021 Vice-President
Nepal Club President
Member of Tae Kwon Do Club
ICA & SACA Member
Chiogames-Softball (1999-silver, 2000-gold, 2001-gold)
Snowstar National Ski Patrol - training in field assessment & injury care
Red Cross Volunteer



C1: Board Members Resumés**DR. JENNIFER V. COFFEY, D.C.**

104 S Daisy ST., Salmon, ID 83467 | 208.865.2525 | drjennifercoffey@gmail.com

EDUCATION

Life Chiropractic College WEST Doctor of Chiropractic Radiology, Prenatal, Post-Natal and Pediatrics, Extremities	2004
University of Louisiana - Monroe Pre-Med	2001
Green River Community College Pre-Med	1999

AWARDS

IACP – Rising Star Doctor of Chiropractic	2010 – 2011
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EXPERIENCE

A Primitive Road Skincare Owner	2015 - Present
Salmon River Chiropractic, Inc. Co-Owner, Private Chiropractic Practice	2006 - Present
Mule Creek Livestock Co-Owner	2005 - Present
Coffey Chiropractic Doctor of Chiropractic, Private Chiropractic Practice	2004 - 2006

COMMUNITY EXPERIENCE

Salmon Valley Chamber of Commerce Board of Directors - Various positions 2010-2013	
Idaho Association of Chiropractic Physicians Board of Directors – Various Positions	2008-2012

MEMBERSHIPS

Idaho Association of Chiropractic Physicians	2006 - Present
Salmon Kiwanis	2008 - 2012
Washington State Chiropractic Association	2004 - 2010

“Whatever the **mind can** conceive and **believe**, the **mind can** achieve”

C2: Petitioning Group

A number of people in addition to our founding school board members have made significant contributions to the development of the Fernwaters Public Charter School proposal. Mary Cerise has provided critical guidance from her experience in the non-profit and fundraising world. She has guided our process in filing our articles of incorporation, writing our bylaws, and developing our organizational structure. Mary will remain involved as a guide experienced in business management and the nonprofit sector, and she has offered her grant-writing talents to our team. Dana Cotton has a PhD. in Education. Dana has consulted us and contributed her expertise on the proposal. Dana will remain involved in one or more of the following ways—as a consultant, potential board member, professional development trainer. Katie Hoffman offered her time and expertise in completing the 501(c)(3) application. Katie is a family and consumer science educator working for the University of Idaho at the Lemhi County UI Extension office. Sally Foss, Tammy Cole, Thomas Mentzer, Eryk Foss, and Kristin Foss are educators who have contributed knowledge, time, and expertise in developing the educational program and vision for the charter school. Tammy has certificates in elementary education and special education. She is also a certified counselor. Thomas is an award-winning science teacher. Eryk has a certificate in elementary education and a master's degree in educational administration. He is also an accomplished musician. Kristin has teaching endorsements in secondary English, humanities, and foreign language, an elementary certificate, and an Ed.S. in Educational Leadership. Sally is a retired music and math teacher. Tammy, Tom, Eryk, and Kristin will seek employment with Fernwaters as certified employees. Sally will stay involved as a mentor and volunteer. Founders are defined as people who have made material contributions to the development of the charter school. We recognize the above-mentioned individuals and our founding board members (Amalia Phillips, Jennifer Coffey, Brian Barry, John Logan, and Michael Taylor) as founders of Fernwaters Public Charter School. We are indebted to these individuals for their contributions to our efforts.

Appendix D: School Administration and Organizational Chart

D1: School Administration

Fernwaters Public Charter School recognizes that leading a charter school requires both educational and operational leadership. Fernwaters will seek to employ an administrator who shares the Fernwaters mission and goals and who holds, at a minimum, an Idaho k-12 principal endorsement. Due to the small size of the school, Fernwaters will not employ a full-time administrator. The administrator will either work part time or will serve in both a teaching and administrative capacity. In the event that the administrator is also a teacher, an outside evaluator will conduct the formal teacher evaluation for the administrator/teacher. The administrative structure will permit the delegation of certain administrative tasks to other qualified candidates employed in certificated positions with Fernwaters Public Charter School. In this case, the assignment of specific administrative duties will be formalized in a job description created by the board of directors and the administrator. Fernwaters expects to employ a private accountant with training and/or experience in educational accounting to work on either an hourly or contract basis as the business manager for the school. In these ways, Fernwaters expects to provide leadership service in both the educational and operational domains. The board of directors will annually evaluate the administrator to assess how well he or she is implementing the stated mission and goals of the institution. The educational leader(s), the business manager, and governing board will work together to provide key aspects of school leadership, business and financial management, and organizational governance. The following tables and flow chart illustrate how these roles and responsibilities will be segregated.

D2: Organizational Structure

Table 1

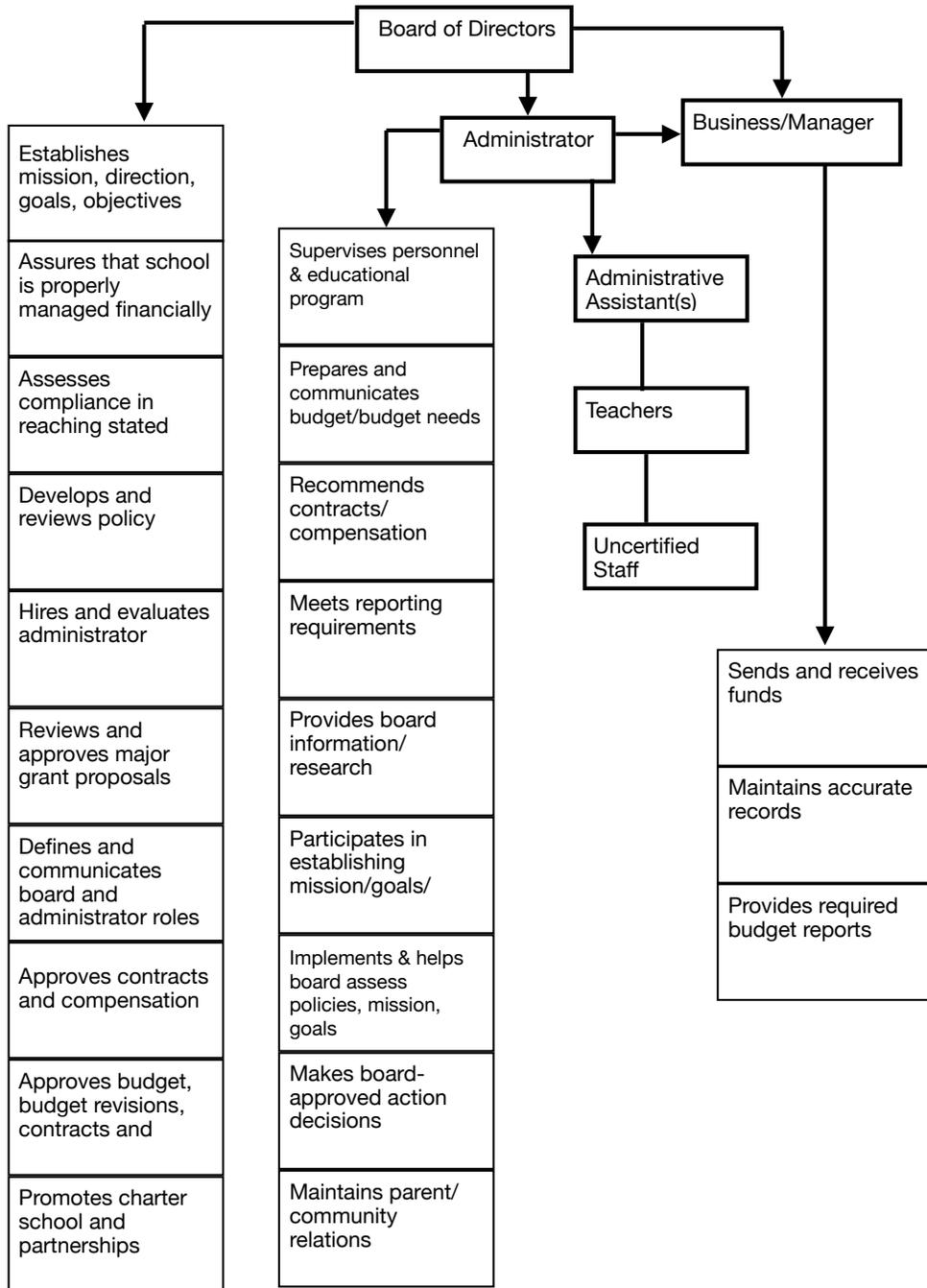
Responsibility	Governing Board	Administrator
<i>Legal</i>	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintain legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions—avoidance of conflicts of interest 	<ul style="list-style-type: none"> • Must provide information to the board to demonstrate that the charter school is well-managed. • Compiles information for annual filing requirements. • Signals to the board if either of the above situations is likely to occur
<i>Finance and Accounting</i>	<ul style="list-style-type: none"> • Approves annual budget • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and finance committee. • Oversees preparation of periodic financial reports. • Implements proper financial controls.
<i>Planning</i>	<ul style="list-style-type: none"> • Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. • Reviews strategic plan and progress. • Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. • Assesses program evaluation plan. 	<ul style="list-style-type: none"> • Participates in establishing mission and program direction for the charter school. • Contributes to vision of the charter school; and assists the board in maintaining focus and momentum for the charter school. • Develops specific program goals and objectives based on the board specific mission. • Develops reports or oversees staff development of reports to demonstrate program progress.

<i>Policy</i>	<ul style="list-style-type: none"> • Develops and adopts written policies. • Responsible for reviewing policies periodically. 	<ul style="list-style-type: none"> • Identifies need for new policies. • Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options.
<i>Personnel</i>	<ul style="list-style-type: none"> • Hires Charter School Administrator and evaluates the administrator's performance. 	<ul style="list-style-type: none"> • Implements personnel policies. • Recommends changes in personnel policies to the board. • Hires all personnel and evaluates performance of staff members) or delegates to appropriate supervisor).
<i>Resource Development</i>	<ul style="list-style-type: none"> • Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. • Reviews and approves all major grant proposals. 	<ul style="list-style-type: none"> • Conducts research and maintains information database. • Assists in fund development efforts. • Develops grants and other funding applications, plans fundraising events, enters business ventures to support mission.
<i>Board Accountability</i>	<ul style="list-style-type: none"> • Establishes and communicates clear expectations of Board directorship • Assures effective participation of Board members. 	<ul style="list-style-type: none"> • Facilitates training and information exchange for members in preparation for selection of Board members. • Facilitates effective communication among Board members.
<i>Decision Making</i>	<ul style="list-style-type: none"> • Defines and communicates the role of Board, administrator in making decisions. • Assures appropriate involvement of Board members in charter school decision-making. 	<ul style="list-style-type: none"> • Makes action decisions within parameters set by the Board, collaborates both with the other staff and Board in some decisions.
<i>Community Relations</i>	<ul style="list-style-type: none"> • Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community. • Promotes cooperative action with other charter schools when the charter school should take part in coalitions, shared programs, joint action, etc. 	<ul style="list-style-type: none"> • Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the Board for an effective division of labor.
<i>Contracts</i>	<ul style="list-style-type: none"> • Approves contracts 	<ul style="list-style-type: none"> • Manages contracts

Table 2

Administrator	Business Manager/ Accountant	Governing Board	External Auditor
Prepares budget with input from staff and finance committee and recommend changes to budget	Sends and receives funds	Approves budget and/or changes to the budget	Provides annual audit
Approves or denies purchases	Maintains accurate records	Reviews financial reports	
Receives orders	Provides required budget reports	Offers contracts/compensation	
Communicates budget and revenue/ expenditures reports to board and stakeholders		Approves audit	
Recommends contracts/compensation		Ensures proper internal controls are in place	
Meets state reporting requirements			
Implements proper financial controls			

D3: Organizational Flow Chart



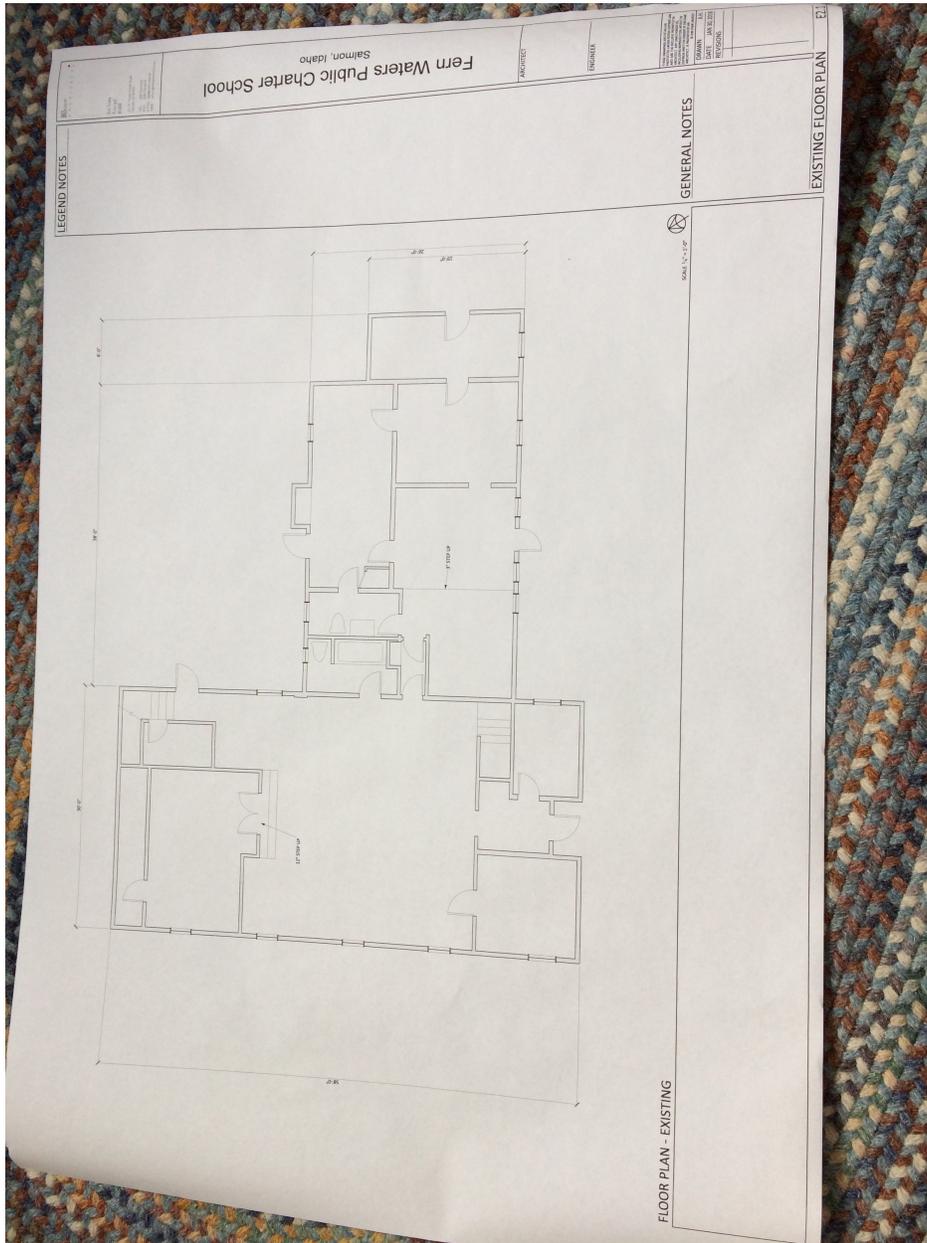
Appendix F: Supporting Documents

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F2: Existing Floor Plans



F4: Letter to Superintendent of District #291

Kristin Foss

302 Front ST
Salmon, ID 83467

March 6, 2018

Superintendent Chris Born
Salmon School District #291
907 Sharkey ST
Salmon, ID 83467

Dear Superintendent Born:

I am writing on behalf of the Fernwaters Public Charter School petitioning team and board of directors.

We are submitting our charter application and requesting that the Salmon School District authorize Fernwaters Public Charter School as its own Local Education Agency, serving grades 4-8 in the city of Salmon, Idaho.

A printed copy of the charter application has been submitted with this letter of request. In addition, the complete charter application has been submitted electronically for you to share with your trustees.

We look forward to continuing our educational services with District #291 as our authorizing entity, and we look forward to forging a strong and mutually beneficial partnership with the Salmon School District.

Our petitioning team hopes to hear back from you as soon as possible.

Thank you,



Kristin Foss

F5: Code of Conduct/Conflict of Interest Policy**Fernwaters Public Charter School Conflict of Interest Policy and Disclosure Form****Conflict of Interest**

As a member of the Board, I recognize that I owe a fiduciary duty of loyalty to Fernwaters Public Charter School. This duty requires me to avoid conflicts of interest and to act at all times in the best interests of Fernwaters Public Charter School. The purpose of the conflicts of interest policy (set forth below) is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below:

1. Board members have a fiduciary duty to conduct themselves without conflict to the interests of Fernwaters Public Charter School. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of Fernwaters Public Charter School.
2. A conflict of interest is conduct, a transaction or relationship that presents or might conflict with a Board member's obligations owed to the Fernwaters Public Charter School and the Board member's personal, business or other interests.
3. All conflicts of interest are not necessarily prohibited or harmful to Fernwaters Public Charter School. However, full disclosure of all actual and potential conflicts, and a determination by the disinterested Board (of Fernwaters Public Charter School Executive Committee) members—with the interested Board member(s) recused from participating in debates and voting on the matter—are required.
4. All actual and potential conflicts of interests shall be disclosed by Board members to the Fernwaters Public Charter School Executive Committee through the annual disclosure form and/or to the Board whenever a conflict arises. Disinterested members of the Fernwaters Public Charter School Executive Committee shall make a determination as to whether a prohibited conflict exists and what subsequent action is appropriate (if any). The Fernwaters Public Charter School Executive Committee shall inform the Board of such determination and action. The Board shall retain the right to modify or reverse such determination and action, and shall retain the ultimate enforcement authority with respect to the interpretation and application of this policy.
5. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below. All completed forms shall be provided to and reviewed by the Fernwaters Public Charter School Executive Committee, as well as all other conflict information, if any, provided by Board members.

CONFLICTS OF INTEREST ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the conflicts of interest policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Fernwaters Public Charter School Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Fernwaters Public Charter School Board of Directors in writing.

I acknowledge and agree that my selection for service on the Board and the opportunities made available to me by serving on the Board constitute good and valuable consideration for entering into this agreement, the receipt and sufficiency of which I hereby acknowledge.

In my individual capacity:

Signature: _____

Name: _____

Date: _____

Fernwaters Public Charter School
Board of Directors' Code of Conduct

As a member of Fernwaters Public Charter School Board of Directors, I will strive to improve student achievement in public education, and to that end, I will:

_____ Read the Fernwaters Public Charter School Bylaws and charter documents;

_____ Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings. I understand that the Board may declare vacant the office of any director who has failed to attend four (4) or more meetings of the Board, without giving reasonable notice, in any calendar year;

_____ Understand that the board makes decisions as a team. Individual board members may not commit the board to any action;

_____ Be open, fair and honest—hold no hidden agendas, and show respect the right of other board members to have opinions and ideas which differ from mine;

_____ Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

_____ Recognize that decisions are made by a majority vote and should be supported by all board members;

_____ Keep abreast of important developments in educational trends, research and practices;

_____ Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;

_____ Recognize that the administrator is the board's advisor and should be present at all meetings, except when the board is considering the administrator's evaluation, contract, or salary;

_____ Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearing panel;

_____ Respect the right of the public to be informed about school decisions and operations;

_____ Understand that I will receive information that is confidential and cannot be shared;

_____ Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as school staff, while insisting on regular and impartial evaluation of all staff;

_____ Present personal criticism of school operations to the administrator, not to the staff or at a board meeting;

_____ Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and

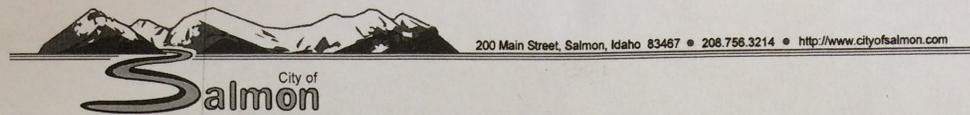
_____ Remember always that my first and greatest concern as a board member must be the educational welfare of the students attending Fernwaters Public Charter School.

Director Signature: _____

Date: _____

F6: 2016-2017 ISAT Data

2016-2017 Percent of Students Proficient or Above on ISAT						
	ELA Salmon	ELA State	Math Salmon	Math State	Science Salmon	Science State
Grade 4	25.9%	48%	18.2%	48%		
Grade 5	37.4%	53%	46.4%	53%	50%	66%
Grade 6	41.2%	50%	35.3%	40%		
Grade 7	45.8%	44%	25.4%	42%	59.7%	53%
Grade 8	43.9%	52%	33.3%	39%		

F7: Special Use Permit

**DECISION OF RECORD
CITY PLANNING AND ZONING COMMISSION
SPECIAL USE PERMIT
File Number SUP 1-18**

WHEREAS, at a regular meeting of the City Planning and Zoning Commission on Wednesday March 14, 2018, a public hearing was held at 7:05 p.m. to consider an application for a Special Use Permit by Kristin Foss of 302 Front Street Salmon, Idaho, to operate a public charter school on property owned by Thomas and Shanda Fite located at 103 Van Dreff St. The property is described as; Lots 1 & 2, Block 4 Spahn's Subdivision, Salmon, Idaho, Lemhi County, State of Idaho. Excepting therefrom that portion of the above described on easement deed recorded July 7, 1993, as instrument no. 217426, records of Lemhi County Idaho. Also Including; A parcel of land located in the City of Salmon, County of Lemhi, State of Idaho, more particularly described as follows: Beginning at the northeasterly corner of Block 4, Spahn Subdivision, run thence N. 61° 30' 00" W. along the northerly boundary of said Block 4 a distance of 156.40 feet; Thence N. 28° 30' 00" E. a distance of 20.00 feet; Thence S. 61° 30' 00" E. a distance of 156.40 feet; Thence S. 28° 30' 00" W. a distance of 20.00 feet to the POINT OF BEGINNING. PARCEL CONTAINS 3128.0 SQ. FT. and located in a Medium Density Residential zoning district.

WHEREAS, the Planning and Zoning Commission, upon consideration of the Comprehensive Plan and the Salmon Development Code, has concluded its deliberation with the following:

Section 1 - Decision:

Approval of the Special Use Permit.

Section 2 – Notification, Authority, Conflict of Interest:

1. Notice of this public hearing was published in the Recorder Herald on February 22, 2018 and March 1, 2018. Notice of the hearing was posted on site March 7, 2018 at 103 Van Dreff St Salmon, Idaho 83467. On February 16, 2018, notices of the public hearing were sent to 15 property owners within 300 feet of the site.
2. Authority for this request is pursuant to the requirements of Salmon Development Code Chapter 7
3. No members in attendance declared a conflict of interest

Section 3- Applicant:

Kristin Foss presented and reviewed the application regarding the Special Use Permit.

F7: Special Use Permit

Section 4 - Testimony:

Verbal:

- 1. **In Favor:**
Lindsey Bradley
Gayla Bullock
- 2. **Neutral:** None
- 3. **Against:** None

Written:

- 1. **In Favor:**
Derrold Slavin
- 2. **Neutral:**
Petition by residents of Bella Vista Apartments
Idaho Power
Public Works Superintendent
City of Salmon Chief of Police
Fire Department
Summit National Bank
- 3. **Against:** None

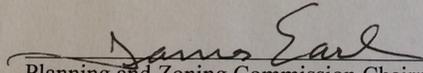
Section 5 - Findings of Fact and Conclusions:

The Planning and Zoning Commission finds that the special use complies with the Salmon Development Code and is not in conflict with the Comprehensive Plan.

The Planning and Zoning Commission acknowledge that the property included in the application is currently being used as an approved daycare and preschool and past use of the property has been a church and playhouse.

The Planning & Zoning Commission approves the special use permit to operate a public charter school as outlined in their application with the following additional requirements;

- 1. The approved public charter school must develop a safety committee that would include the City of Salmon Law Enforcement, Fern Waters Public Charter and Upper Carmen Charter School.
- 2. Outside play area for children must be fenced.
- 3. All Parking and Fire Code requirements must be met.

 _____ Date: 3-15-18
 Planning and Zoning Commission Chairman

SUBSCRIBED AND SWORN to before me the day and year first above written.

 Notary Public for _____
 Residing at _____
 Expires: _____

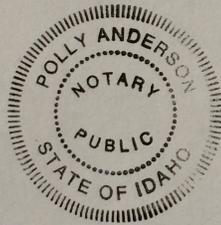
F8: Upper Carmen Resolution 2017-1

I, Thomas and Shanda Fitte and Kristin Foss, hereby agree to the Decision of Record for the above for mentioned application approved on 14th day of March 2017 by the City of Salmon Planning & Zoning Commission. I also agree to follow all rules and regulations set forth by Federal, State and local codes. I also acknowledge this as my notice regarding the right to request a regulatory taking analysis pursuant to section 67-8003, Idaho Code.

Signed by Thomas Fitte, Shanda Fitte
Kristin Foss on this 20 day of March, 2018

By: [Signature]
Thomas Fitte
[Signature]
Shanda Fitte
[Signature]
Kristin Foss

SUBSCRIBED AND SWORN to before me the day and year first above written.



[Signature]
Notary Public for Lemhi Co.
Residing at Lemhi County
Expires: 5/22/21

Please reference instrument #219164