IDAHO PUBLIC CHARTER SCHOOL COMMISSION
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October 10, 2013
700 W. Jefferson Street, Boise, Idaho
Idaho State Capitol Building, East Wing 41

Thursday, October 10, 2013 – 700 W. Jefferson Street, Capitol EW 41, 9:00 a.m.

A. COMMISSION WORK

1. Agenda Review / Approval
2. Minutes Review / Approval

B. CONSIDERATION OF CHARTER PETITIONS

1. Idaho College and Career Readiness Academy (1st Hearing)

C. CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATES

1. Heritage Community Charter School
2. Rolling Hills Public Charter School
3. Syringa Mountain School
4. The Village Charter School
5. Wings Charter Middle School
6. North Valley Academy
7. American Heritage Charter School

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the SBOE office at 334-2270 or PCSC staff before the meeting opens. While the PCSC attempts to address items in the listed order, some items may be addressed by the PCSC prior to or after the order listed.

1. Agenda Approval

   Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

   COMMISSION ACTION

   To approve the agenda as submitted.

2. Minutes Approval

   Does the Public Charter School Commission (PCSC) have any changes or additions to the meeting minutes from August 15, 2013, or August 30, 2013?

   COMMISSION ACTION

   To approve the meeting minutes from August 15, 2013, and August 30, 2013, as submitted.

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DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
THURSDAY, AUGUST 15, 2013
700 W. STATE STREET, BOISE, IDAHO
JRW WEST CONFERENCE ROOM

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Thursday, August 15, 2013, at 700 W. State Street, Boise, ID, JRW West Conference Room. Chairman Alan Reed presided.

The following members were in attendance:

Nick Hallett	Gayle O'Donahue	Wanda Quinn
Brian Scigliano	Esther Van Wart	

Chairman Reed called the meeting to order at 9:01 a.m.

EXECUTIVE SESSION

M/S: (Quinn/Hallett): To move into executive session pursuant to Idaho Code Section 67-2345(1)(f), to communicate with legal counsel regarding pending/imminently-likely litigation. *The motion passed unanimously.*

M/S: (Van Wart/O'Donahue): To move into regular session. *The motion passed unanimously.*

A) COMMISSION WORK

1. Agenda Review / Approval

M/S: (Hallett/Scigliano): To approve the agenda as published. *The motion passed unanimously.*

2. Minutes Approval

M/S: (Quinn/Van Wart): To approve the meeting minutes from June 13, 2013 and July 1, 2013, as submitted. *The motion passed unanimously.*

3. Election of New PCSC Vice-Chairman

Commissioner Van Wart nominated Commissioner Gayle O'Donahue as PCSC Vice-Chairman.

M/S (Quinn/Hallett): To elect Commissioner Gayle O'Donahue as the Vice-Chairman of the Public Charter School Commission. *The motion passed unanimously.*

B) CHARTER SCHOOL PETITION

1. Wood River Waldorf Methods School DBA Syringa Mountain School New Charter Petition (First Hearing)

Tamara Baysinger, PCSC Director, said that all newly approved PCSC-authorized charter schools will be held accountable under Performance Certificates. She noted the purpose of charter petitions as defined in I.C. 33-5205(1).

Ms. Baysinger distributed a document (Guidance: Authorizer Requests) to the commissioners to assist in their decision-making regarding new petitions and amendment requests.

Dr. Mary Gervase, Board Chairman; Phoebe Pilaro, Founding Board Member; Randy Flood, Site Committee Member; Benjamin Rogers, Founding Board Member and Finance; Travis Scott, Waldorf Teacher; and Don Keller, Executive Charter School Network Board Member, represented Syringa Mountain.

Dr. Gervase presented a PowerPoint introducing the SMS petition.

Mr. Scott read a letter from First Lady Lori Otter in support of Syringa Mountain School and the Waldorf method.

Commissioner Hallett inquired about the potential for depressed test scores in early grades at Waldorf schools.

Dr. Gervase and Mr. Scott explained Waldorf's language arts, pre-reading, writing, reading, and vocabulary educational approaches.

Dr. Gervase said Waldorf aligns with state IRI expectations for reading and collected data regarding Waldorf which shows students fare well compared to traditional school students.

Commissioner Quinn asked PCSC staff how many of the recommended petition amendments are organizational in nature.

Ms. Baysinger said none of the recommended petition revisions are deal breakers, though several are important to deal with. PCSC policy contains a provision permitting petition approval pending specific revisions. Other options include a special meeting or a delay until the October meeting.

Commissioner Van Wart asked whether any teachers from the private Waldorf school in the community, now closed, are anticipated to apply at SMS. She also inquired about the time involved in training Waldorf teachers.

Mr. Scott said several former private school teachers may apply through the same route as all other applicants. Waldorf method training takes four years.

Commissioner Van Wart asked what requirements SMS must meet to be considered a Waldorf school.

Dr. Gervase said Syringa is technically a Waldorf-inspired school, not a Waldorf certified school. Its methods will be aligned with the Waldorf Inspired School Association, and proprietary language/methods are not an issue.

Commissioner Van Wart asked how class sizes, teacher/student ratios, large classes, and students at different developmental levels would be addressed.

Dr. Gervase said SMS will have 20 students per class in kindergarten and 25 students in 1st through 5th grades. Waldorf is known for highly engaged students and larger class sizes are common.

Chairman Reed asked whether teacher looping can cause problems when certain teachers and students aren't a good fit for each other.

Dr. Gervase said Waldorf teacher training and methods are designed to forge connections with students, families, and communities.

Commissioner O'Donahue inquired how financially secure SMS feels, given the absence of federal grant dollars.

Mr. Rogers said the petitioners have already received a commitment for a $500,000 donation. Once the school is approved, he is confident additional support will follow.

Dr. Gervase said Syringa is in a great position politically to build partnerships. One challenge will be transportation services, since Blaine County is an expensive area in which to operate.

M/S (Quinn/Van Wart): To approve the petition for Wood River Waldorf Methods School DBA Syringa Mountain School contingent upon satisfactory completion of the additional revisions recommended in PCSC staff's August 6, 2013, petition review. "Satisfactory completion" will be determined by PCSC staff. PCSC policy specifies that the revisions must be approved by PCSC staff no later than the next, regular PCSC meeting, scheduled for October 10, 2013, in order for the petition approval to become final. *The motion was approved unanimously.*

C) CHARTER SCHOOL ANNUAL UPDATES

1. North Valley Academy (NVA) Charter School

NVA provided a written report only.

The commission had no comments or questions regarding NVA's annual update.

2. Xavier Charter School (XCS)

Debbie Burr, Board Chairman; Gary Moon, Administrator; Mike Phelan, Business Manager; and Melissa Crane, Board Member, represented XCS.

Ms. Burr expressed profound thanks to the PCSC for their support and assistance helping XCS navigate the past few years. She gave a PowerPoint presentation including successes, governance, enrollment, student achievement, and future challenges.

Commissioner Quinn commended XCS for maintaining enrollment and positive survey and academic results despite financial turmoil.

Commissioner O'Donahue noted that the board's commitment was evident.

3. Richard McKenna Charter High School (RMCHS)

Larry Slade, Director and Founder, represented RMCHS.

Mr. Slade reported they lost 20% enrollment last year and again this year, for uncertain reasons. Marketing efforts are underway to increase enrollment. Mr. Slade expressed concern that the school's high at-risk population would result in consistently low standardized test results. Although RMCHS's finances are strong, he expressed frustration with Idaho's inadequate charter school funding model.

The Commissioners, PCSC staff, and SDE representative Michelle Clement Taylor discussed the SDE's ongoing efforts to reconfigure the Star Rating System for alternative schools.

Commissioner Van Wart asked about board training and improvements to increase vibrancy.

Mr. Slade said the board is supportive and positive. However, board training is a weak area in need of improvement.

Commissioner O'Donahue expressed appreciation for the school's willingness to work with at-risk and alternative students.

4. Heritage Academy (HA)

Blair Crouch, Board Chairman; Cheryl Kary, Business Manager; and Teresa Molitor, Board Member, represented HA.

Mr. Crouch provided a report on the school's enrollment status and application process for a USDA facility loan. A lease amendment, effective July 1, 2013, reduces lease payments from $6500/month to $4800/month in year two, then to $2800/month in year three. The $230,000 balloon payment, originally due in July, was also renegotiated to become due in 2015 at 6.5% interest. In July 2015, the full payoff amount will be due. The school intends to refinance prior to July 2015.

Commissioner Scigliano asked about the issue of students who are concerned with bullying.

Mr. Crouch said HA is addressing the issue of bullying on a daily basis, as are other schools in the area.

Chairman Reed asked about Special Education compliance.

Ms. Molitor said HA has had two site visits investigating what is happening at the school. She said HA submitted all relevant materials and both site visits were positive.

Ms. Kary said HA has hired both a full-time Special Education teacher and a clerk to deal with the increases in the Special Education population.

Commissioner Hallett asked about the strategic plan priorities to improve student performance.

Mr. Crouch said HA is implementing strategies from Jim Collins' book *"From Good to Great."* He said the students come first and HA is working hard to make this a successful year. There is a plan in place to go from a 1 Star to 5 Star School within the next few years.

Ms. Molitor said HA has experienced significant staff turnover and is working to achieve stability. A board retreat is scheduled next week with a goal of coming to a common and shared vision.

Commissioner Hallett asked if HA applied for the School Improvement Grant.

Ms. Clement-Taylor said HA was not eligible this year.

Commissioner Van Wart said she would like to see specific, programmatic steps being taken towards improvement. She inquired whether hazards, such as unsafe fencing, have been fixed.

Mr. Crouch said the playgrounds are being fixed with the help of volunteers.

Commissioner Van Wart asked how the Star Rating will be improved and requested additional information on board training.

Ms. Molitor reported the Board retreat will be an all-day event to address the Star Rating, bullying, and playground safety.

Mr. Crouch said HA did not open to be a 1-Star school and is committed to becoming successful.

Chairman Reed stressed that HA must have concrete strategies, detailed action plans, and clear goals in order to improve. He asked about HA's financial situation.

Mr. Crouch said HA's finances will be stable through this school year.

5. Wings Charter School

Kristy Oberg, Administrator; Marci Stimpson, Business Manager; Diana Cullinan, Board Vice-Chairman; and Kay Jones, Capacity Builder, represented Wings.

Ms. Oberg presented an update regarding the status of the school.

Ms. Jones said Wings has a grant that will cover increased educational time this year. New technology will be purchased, intervention curriculum is being researched, and Common Core implementation is underway.

Commissioner Hallett noticed a reduction in enrollment, which can cause financial issues. He asked if Wings conducts exit interviews.

Ms. Jones said some of the reduction was intentional based on facility space and changes in staffing.

Commissioner Quinn asked how many students are on waiting lists.

Ms. Oberg said there are currently no waiting lists.

Commissioner O'Donahue expressed appreciation for the school's clear improvement strategy and continued efforts to fulfill its mission of serving a challenging population.

Chairman Reed encouraged the school to submit meeting materials in a timely fashion in order that the PCSC may fully understand the school's perspective.

D) OTHER CHARTER SCHOOL UPDATES AND PROPOSED CHARTER AMENDMENTS

1. iSucceed Virtual High School (iSVHS) Academic & Financial Status Update

Aaron Ritter, Executive Director; James McKenna, Business Manager; and Chelsie Martinez, Operations Manager, represented iSVHS.

Mr. Ritter provided a presentation regarding the status of the school.

Mr. McKenna said the SDE overpayment from last year has been repaid, and iSVHS will be receiving an additional $125,000 over what was indicated in meeting material budgets.

Commissioner Hallett said he is concerned with the 1 Star Rating, but is reassured that iSVHS has a specific improvement plan.

Chairman Reed noted that the school will need to dramatically increase enrollment and ADA in order to remain fiscally solvent this year.

Mr. McKenna said the school expects a higher ADA to enrollment ratio this year.

The PCSC and staff discussed statutory options with regard to the issuance of notice to the SDE that the authorizer has reason to believe that a school cannot remain fiscally sound for the remainder of its certificate term. In the event it receives such notice, the SDE would consider adjusting future payments to the school in the interest of protection taxpayers in the event of a mid-year closure.

Ms. Baysinger said that, if the Commission does not believe the school will remain fiscally sound through the remainder of the performance certificate term, then it is appropriate to issue a letter of concern.

Commissioner Hallett said he had concerns, but was not willing to go as far as to issue a letter.

Ms. Clement-Taylor said, in order to adjust the October payment, the SDE would need a letter of concern by mid-September.

M/S (Quinn/Hallett): To hold a special meeting prior to mid-September to discuss updated enrollment and fiscal information from iSVHS. *The motion failed with a vote of 3-2.*

Chairman Reed suggested that staff monitor iSVHS's enrollment and ADA and inform the PCSC if reason for concern remains.

2. Idaho Connects Online (ICON) Proposed Charter Amendments

David High, Board Chairman; and Vicki McCullough, Administrator, represented ICON.

M/S (Quinn/O'Donahue): To approve the proposed charter amendments as submitted by Idaho Connects Online (ICON). *The motion passed unanimously.*

3. Palouse Prairie School of Expeditionary Learning (PPSEL) Proposed Charter Amendments

PPSEL provided a written report and proposed charter amendment only.

Ms. Baysinger said a potential issue regarding the proposed charter amendment is the change from a mixed Board of Directors to an all self-appointed Board. The PCSC has expressed concern about such structures in the past. Historically, however, many schools have had difficulty recruiting prospective Board candidates due to lack of interest.

Commissioner Hallett said he feels a self-appointed board represents poor public policy.

Commissioner O'Donahue said she has observed cases in which board member elections resulted in a drastically changed board direction and, ultimately, the downfall of schools; self-appointed boards that worked well; and board seats stayed empty for lengthy periods due to lack of interest.

Chairman Reed cautioned the Commission regarding the potential setting of precedent.

Commissioner Quinn noted that public influence on the membership of boards using public funding is important.

Commissioner O'Donahue said the difference is that charter schools are based on a vision and mission whose continuity must be protected.

Chairman Reed noted charter school boards are boards of non-profit organizations that oversee public entities.

Commissioner O'Donahue said she likes the idea of a mixed board, but there are some all self-appointed boards that have done a good job at being responsible.

Commissioner Hallett noted that some school boards benefit from the perspective of new members.

Commissioner O'Donahue said the goal is to select individuals who support the school's founding principles.

Chairman Reed invited stakeholder comment on the matter.

Donna Hutchison, representing Connections Academy, noted that some other states encourage a board with diverse member backgrounds.

Desiree Laughlin, representing the Idaho Charter School Network, said this is a large issue because it impacts all the PCSC-authorized schools and could set a precedent. She noted that the Performance Framework will help identify whether a board is effective, regardless of its structure.

Ms. Baysinger suggested the issue may be best addressed with additional input from stakeholders and possibly the legislature.

M/S (Van Wart/Hallett): To deny the proposed charter amendments as submitted by Palouse Prairie School of Expeditionary Learning (PPSEL) on the following grounds that the PCSC did not support the implementation of an all self-appointed board. *The motion passed with Commissioner O'Donahue voting nay.*

E) OTHER BUSINESS

1. Proposed Performance Certificate Template and Attachments

Chairman Reed invited stakeholder comment regarding the draft Performance Certificate and attachments.

Kelly Edginton, Idaho Virtual Academy Administrator, thanked PCSC staff for the changes already made in response to stakeholder input. She suggested changing item 4.D. from "default" protection clause to "deficit" protection clause. She further suggested that Section 5.F. be revised to refer to "full-time" staff members rather than "all" staff members

Ms. Baysinger said she had recently received an email comment from Gerald Chouinard, INSPIRE administrator, asking for flexibility to the same phrase in section 4.D. She said she didn't see any problem with implementing the suggestion.

Ms. Swartz indicated that she would need to do some research to ensure that the recommended change to 5.F was not problematic.

Ms. Baysinger noted that she anticipated the PCSC would need to hold a special meeting at the end of August to approve final Certificate and Framework documents.

Chairman Reed said section 8.A. raises a question regarding whether authorizing board members may also be charter school employees.

Ms. Swartz said the intent of 8.A was to make sure the Performance Certificate does not create any responsibility or liabilities between the school and the authorizer. The confusion can be eliminated by deletion of the first sentence and removing the words "control of" in the second sentence.

Ken Burgess, representing the Idaho Charter School Network, said stakeholders have spent much time addressing these documents and he thinks everyone has put in a great effort. He thanked PCSC staff for the collaborative process.

Jane Wittmeyer, representing the Coalition of Idaho Charter School Families, highlighted an August 15, 2013 letter she submitted containing a few issues they have been grappling with. She said the Coalition hopes for another round of discussions regarding the draft.

Ms. Baysinger said it appeared the letter writer was referring to an older version of the document, because most of the recommended changes were already made.

Ms. Wittmeyer said she would check with the Coalition's counsel which draft was used.

Chairman Reed said another round table discussion would be held prior to the PCSC's final review and hopeful approval of the Certificate and Framework.

Ms. Baysinger said PCSC staff will work with stakeholders and let the Commission know of any final changes or recommendations.

Commissioner O'Donahue said she wants to make sure this Certificate would adequately protect public charter schools under other authorizers that may choose to adopt the document.

Ms. Baysinger said this issue was discussed at length. A line was added to ensure that the authorizer will not unduly inhibit the autonomy of a charter school. Schools are entitled to an appeals process in cases of non-renewal. This is not a perfect system because by the time an appeal could be completed, much damage could be done. However, an authorizer would be unwise to non-renew on inadequate grounds. Additionally, stakeholders previously indicated their understanding that the authorizer must have the ability to perform its oversight duties. Further guidance regarding the authorizer's role is contained in the guidance document provided at the beginning of this meeting.

The PCSC and staff discussed the fact that not all stakeholders agree philosophically regarding whether or not public charter schools should be held to a higher standard than traditional public schools.

Mr. Burgess said the Framework provides a useful opportunity for charter schools to demonstrate to policymakers the connection between school mission implementation and academic outcomes.

2. Proposed Performance Framework

Commissioner Quinn asked about testing of the Performance Framework.

Ms. Henken said she met with a financial expert to confirm all the measures are reasonable and measure what they are intended to measure. She ran tests on four schools in various financial positions, and all tests resulted in the expected placements. Following testing and revisions, recommended ranges were added for the operational and financial sections of the Framework.

The PCSC and staff discussed the reasons for certain reporting due dates within the Framework.

Mr. Burgess said schools will face challenges in identifying strong mission-specific goals and measurement tools. He said the Idaho Charter School Network will need to assist some schools with this process.

M/S (O'Donahue/Van Wart): To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 2:34 p.m.

DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
FRIDAY, AUGUST 30, 2013
650 W. STATE STREET, BOISE, IDAHO
BOARD ROOM

A special meeting of the Idaho Public Charter School Commission (PCSC) was held Friday, August 30, 2013, at 650 W. State Street, Boise, ID, Board Room. Chairman Alan Reed presided via teleconference.

The following members were in attendance via teleconference:

Nick Hallett	Brian Scigliano
Wanda Quinn	Esther Van Wart

Commissioner Gayle O'Donahue attended in person.

Chairman Reed called the meeting to order at 9:00 a.m.

M/S (Hallett/O'Donahue): To approve the agenda as published.

1. PCSC Performance Certificate and Framework

Tamara Baysinger, PCSC Director, said a final round table meeting with stakeholders was held following the August 15 PCSC meeting. No issues remained outstanding, and the only changes made are noted in the meeting materials. The materials recommend an "opt out" option from mission-specific for the first certificate term only.

Commissioner Quinn asked for clarification on why schools may need additional time to develop mission-specific goals.

Ms. Baysinger said many of the schools may need time to develop measurement tools and gather baseline data, particularly when measuring non-academic goals.

M/S (Hallett/Van Wart): To adopt the proposed Performance Certificate and Performance Framework as submitted.

Commissioner O'Donahue said she feels comfortable with these drafts since, over the last several months, there have been many opportunities and meetings with stakeholders to allow for input, including a Webinar. Schools' data burden should decrease due to the fact that most of the Framework is based on reports submitted to the SDE. Mission-specific goals give schools the opportunity to tailor recognition of their uniqueness within their Performance Certificates.

Commissioner Quinn noted the Certificate and Framework are not meant to be onerous on the schools, but rather tools focused toward better student learning.

Chairman Reed said he felt these documents have received more scrutiny and input from the charter school community than anything the Commission has previously produced. He commended everyone for the effort involved.

The motion passed unanimously.

Commissioner Quinn commended the PCSC staff, SDE, and charter school stakeholders for their efforts.

M/S (Hallett/O'Donahue): To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 9:12 a.m.

SUBJECT

Idaho College and Career Readiness Academy Charter Petition (1st Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

Idaho College and Career Readiness Academy (IDCCRA) is a proposed new statewide virtual public charter high school.

DISCUSSION

IDCCRA's petition is for the establishment of a new virtual public charter school serving students in grades 9 through 12 throughout the state of Idaho. IDCCRA would contract with K12 for management and curriculum services. The proposed school's educational program would focus on the provision of occupational knowledge to prepare students specifically for post-secondary professional-technical coursework.

The IDCCRA petition indicates that the proposed school's uniqueness centers around its provision of a preparatory occupational or professional-technical education through virtual means. The petition states that "the IDCCRA program will offer students 4 years of occupational training in an industry strand of their choice: manufacturing, web design, business, or health." The petition further refers to required "occupational coursework" comprising introductory, foundations, focus, and capstone phases.

The petition does not yet contain a clear description of the extent and means by which IDCCRA will provide occupational coursework in a virtual environment. However, PCSC staff's conversation with the petitioners indicates the following:

1. IDCCRA does not believe it would have the capacity to operate a complete, professional-technical school or program sanctioned by the Idaho Division of Professional-Technical Education. Instead, the proposed school would offer a scaled-back version of a typical PTE program limited to the types of coursework that can be effectively delivered through virtual means.

2. IDCCRA does not currently have a well-developed plan for delivery of occupational coursework in each of the specified industry strands. The petitioners will work to clarify what courses would be provided, by whom they will be developed (K12 and institutional partnerships are possibilities), and when they would be available.

3. Because IDCCRA's occupational offerings would not have the quality-assurance backing of the Idaho Division of Professional-Technical Education, the petitioners will work to clarify what assessment tools would be used to evaluate the proposed school's effectiveness in fulfilling its mission.

IDCCRA has expressed willingness to clarify the nature of its proposed educational program and specify plans for that program's implementation. The Petition Evaluation Rubric and in-text petition comments included with these materials cite additional issues yet to be addressed.

Based on information provided by the petitioners and gathered by PCSC staff, it is unclear whether IDCCRA would be able to enroll a sufficient number of students to represent a viable school choice option:

1. Statewide, combined virtual school enrollment has remained stagnant at just over 5,000 students for the past three years. This data implies that Idaho's existing virtual school options may be adequate for the number of students statewide who are interested in and prepared to be educated in a fully virtual environment.

2. Only about 20 families have indicated interest in enrolling at IDCCRA despite extensive outreach activities (see petition appendix 13). However, the school's Educational Products and Services agreement with K12 would protect the school from ending any fiscal year in a negative net asset position (within certain limits specified in the Agreement, Section 4).

IMPACT

If the PCSC approves the petition, the PCSC and school will have 75 days in which to execute a performance certificate.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

The PCSC may elect to delay a decision on the petition by presenting IDCCRA with a written response identifying the specific deficiencies in the petition. The petitioners would be given 30 days to revise the petition, and the PCSC would have 45 days after receipt of the revision to hold a second hearing. Pursuant to I.C. §33-5205(2)(c), the PCSC must make its approval or denial decision "based upon whether the petitioners have adequately addressed the specific deficiencies identified in the authorized chartering entity's written response, or based upon any other changes made to the petition, and upon no other criteria."

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to I.C. §33-5205(1) "The purpose of the charter petition is to present the proposed public charter school's academic and operational vision and plans, demonstrate the petitioner's capacities to execute the proposed vision and plans and provide the authorized chartering entity a clear basis for assessing the applicant's plans and capacities." Future authorizing decisions will be based on the terms of the school's performance certificate, rather than the charter itself. For this reason, the petition need not address every potential academic, operational, financial, and compliance matter that could arise.

Staff recommends that the PCSC carefully consider whether the petition clearly represents a unique and effective educational model with an adequate target market.

COMMISSION ACTION

A motion to approve the petition for Idaho College and Career Readiness Academy.

OR

A motion to deny the petition for Idaho College and Career Readiness Academy on the following grounds:

_____.

OR

A motion to delay the decision and direct staff to issue Idaho College and Career Readiness Academy a written response identifying the specific deficiencies in the petition, including:

- Items already identified on the Petition Evaluation Rubric and in-text comment included in these meeting materials and/or
- The following item(s): _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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October 2, 2013

To: Idaho Charter School Commission

From: Kerry Wysocki

Dear Commissioners:

Per a recommendation from Tamara Baysinger, we are presenting this letter in reference to two topics relative to our charter school petition:

- The references to Board oversight of contractors
- The bylaw recommendations

The IDCCRA Board recognizes the Commission concerns regarding board oversight. That said, we want to provide our assurances that the IDCCRA Board maintains governing authority over the school. We will ensure that all contracts and agreements entered into on behalf of IDCCRA will be legal, designed to provide the services be contracted to fulfill specific purposes. Further, the IDCCRA Board always has the authority to determine whether to continue its relationship with K12 or any other 3rd party educational provider.

The IDCCRA Board and legal counsel have also taken the time to review the staff recommendations for updating the IDCCRA bylaws. As a result of the staff recommendations, we have made significant modification to our bylaws, but there are some recommendations that we have chosen not to implement. We believe that this is in the best interest of IDCCRA. The bylaws are intended to be a general, overall governing document for the non-profit organization that operates the school. We do not believe that it is appropriate to provide some of the details suggested by the staff. Further, because of the unique nature of this school (being a state-wide, professional/technical virtual charter school), we feel that the bylaws provide for adequate governance of the school and including the necessary flexibility to ensure that the school can be managed effectively. The Board wants to assure the Commission that it fully intends to comply with all legal requirements of the state of Idaho, including full compliance with the Open Meetings Act , Public Records laws and all conflict of interest restrictions.

We appreciate the opportunity to submit this letter and would welcome any questions regarding concerns of the commissioners relative to these topics.

Sincerely,

Kerry Wysocki
IDCCRA Board Chair

PUBLIC CHARTER SCHOOL PETITION EVALUATION RUBRIC

Name of school: Idaho College and Career Readiness Academy (IDCCRA) Previous name: N/A

File Number: 2013-02 Date petition originally submitted to PCSC office: 07-25-2013 Date "considered received": 08-15-2013

Date of this revision's submission: 09-11-2013 Date of this review: 10-1-2013

Date(s) of previous review(s) of this petition: 08-16-2013

Means by which petition came to PCSC:

- ☑ Virtual School
- ☐ Referred by School District: _____
  (Reason: _____)
- ☐ Filed by petitioner after withdrawal from school district: _____
- ☐ Transfer of district-authorized charter school: _____
- ☐ SBOE redirected petition for consideration by PCSC

Using the Public Charter School Petition Evaluation Rubric

This rubric provides the Public Charter School Commission with a means of evaluating the quality of the application and communicating its findings to petitioning groups. Quality indicators are provided for each petition component. All components listed in the rubric are required by the PCSC. A petition that sufficiently addresses an indicator will score either a "2" or a "3" for that indicator. Only petitions that score a "2" or above on ALL indicators for ALL components will be eligible for approval.

Current placement on the rubric is represented by yellow highlighting. Additional guidance may be found in the Comments column, as well as the General Comments below each section.

Please see PCSC Policy Section II.B for requirements related to the submission of petitions and petition and revisions.

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GENERAL QUALITY INDICATORS

GENERAL COMMENTS ON PETITION

Cover Page and Table of Contents					
The cover page must include the information listed in IDAPA 08.03.01.401.01. The Table of Contents shall begin on page 2 of the petition pursuant to IDAPA 08.03.01.401.02.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Cover Page	Cover page does not contain all required elements.		Cover page contains all required elements.	Cover page contains all required elements, is professionally formatted, and clearly reflects the submission date of the current version.	
Table of Contents	Table of contents is poorly organized, incomplete, or inaccurate.	Table of contents contains few, minor errors.	Table of contents is well-organized and page numbers are accurate.	Table of contents is well-organized, with accurate page numbers and hyperlinks to each tab.	Table of Contents and Appendices include hyperlinks (in the Word version of the narrative, these must be activated through CTRL+click).

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General Comments regarding Cover Page and Table of Contents:

We highly recommend that you include hyperlinks in the Table of Contents of your narrative (even in the Word version) so the petition can be easily navigated. Also, please note that some of your page number references in the Table of Contents are incorrect.

Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 1					
See IDAPA 08.03.01.401.03					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Executive Summary	Executive summary is not included.	Executive summary provides an incomplete or unappealing case for the school.	Executive summary succinctly introduces: school concept; community need and interest; motivation and collective qualification of petitioning group; and how success of the school will be defined.		As was true when the petition was previously reviewed, the Executive Summary does not include adequate information about: 1) community interest in the school; 2) the motivation of the board / petitioning group to start this school (why?); the collective qualification of the board / petitioning group.

Vision and Mission Statements	Vision statement is not provided.	Vision statement does not express a clear, focused, and compelling purpose for the school.	Vision statement expresses a clear, focused, compelling, and measurable purpose for the school.	Vision statement clearly translates into achievable goals, selected curriculum, operational methods, and school culture.	The vision statement is still very broad – it still doesn't describe the type of school that you want IDCCRA to be. The vision can (and often is) longer than the mission, so it is fine if you add content in order to provide a clearer picture.
	Mission statement is not provided.	Mission statement does not focus on educational outcomes or is unlikely to result in increased student achievement.	Mission statement focuses on high-quality educational outcomes as is likely to result in increased student achievement.	Research is cited to support the outcomes and expectations identified in the mission statement.	The mission is still vague. The mission should concisely (in app 1-3 sentences) describe what kind of school IDCCRA will be (the basics) and the results you plan to achieve. The mission still makes it difficult for me to understand the type / approach of the school and the skills you are hoping to have students achieve. See in-petition comments / questions for additional guidance. PCSC staff are also willing to help you think through how to describe your mission.

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General Comments regarding Tab 1:

Your Executive Summary was improved by the addition of the introductory paragraphs (though some of sentences are written in a way that is confusing / difficult to understand). However, the section is still lacking content about why this board is motivated to start this school; you seem to get at this a little bit, but it's not clear whether you are making a case for the school or demonstrating the board's motivation. Additionally, the heart of the educational program should be clear in this section --- it appears that you plan to be a PTE school, since PTE and career/ technical skills are all that is mentioned in terms of the approach. Is that correct? Also, the Executive Summary does not yet include information about any demonstrated community interest in the school (families, partners, etc.) or the overall qualifications of the board / petitioning group. These items were identified in the previous review, but they have not been addressed.

Similarly, though the vision and mission were revised slightly, they are still vague. Together, the mission and vision should provide the reader with a clear understanding of the type of school this will be, and they do not. For instance, neither the mission nor vision states that this will be a virtual school or the primary / overarching educational approach (ie. PTE?). Please contact the PCSC staff if you need additional guidance in considering what should / should not be included in your vision and mission statements.

Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 2					
See IDAPA 08.03.01.401.04					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Proposed Operations	Proposed operations are not addressed or are noncompliant.	Proposed operations are addressed in insufficient details.	Proposed operations are summarized, including: legal status, location, enrollment, student demographics, organizational structure, and educational method.	Proposed operations section identifies where in the petition items are addressed in additional detail.	The proposed operations section should provide a summary of where and how you plan to operate your school (in contract w/ K12, etc.) and references to the other tabs (5, 8) where additional info can be found.
Potential Effects	Potential effects are not addressed.	Potential effects are addressed in insufficient detail.	Potential effects address the impact of the proposed school on local and neighboring school districts, as well as the community. Demographic and fiscal impact information is included with source material referenced.	Comments from affected districts are included by reference to the appendix.	Though this section is improved, additional details are needed. See in-petition comments.
Target Market	Primary attendance area is not addressed.	Primary attendance area is insufficiently clear or appears inappropriate for the school's targeted mission, enrollment, or demographic.	Primary attendance area is clearly described and appears appropriate.	Map of attendance area is included as an appendix and boundaries are clearly explained. Documentation demonstrates that the attendance area is appropriate.	The school is virtual and the attendance area includes the entire state, so a map is unnecessary / not recommended.
	Level of market interest in the school is not addressed.	Level of market interest in the school is insufficient or insufficiently demonstrated.	Petition sufficiently demonstrates and documents interest in and demand for the school.	Aggregate demographic data regarding families interested in enrollment is included by reference to the appendix.	The petition states that 20 families have communicated interest. This number appears to be insufficient for the desired first year enrollment of 200-250 students.
Facilities Summary	Petition does not include a facilities summary or references to appropriate appendices with facilities options details.	Petition includes a facilities summary and appropriate references to appendices, but summary is vague or incomplete.	Petition includes a facilities summary and appropriate references to appendices with details. Facilities summary includes basic information about the three facility options.	Petition includes a facilities summary and appropriate references to appendices. Facilities summary includes clear, concise information about the facility options including location and total projected cost, and a plan for how alternative spaces will be identified if any of proposed options become unfeasible.	

Admin Services	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for school size.	Organization chart is provided to illustrate administrative structure.	An organizational charter is provided in Tab 2. Additional information about how administrative services fits into the governance of the school is included in Tab 5 (governance) and referenced in Tab 2.
Civil Liability	Potential civil liability effects are not addressed.	Potential civil liability effects require additional clarification or explanation.	Potential civil liability effects on the school, authorizer, and local district(s) are clearly addressed and in compliance with statute.		
Insurance	A list of the types of insurance to be obtained is not provided.	The petition lists the types of insurance that will be provided, but omits one or more required policies.	The petition lists all the types of insurance that must be provided.	The petition commits to obtaining Errors and Omissions insurance, which is recommended but not required.	

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General Comments regarding Tab 2:

The proposed operations and potential effects sections still need additional information. Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 3					
See IDAPA 08.03.01.401.05					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Educational Philosophy	Description of "educated person" is not included.	Description of "educated person" does not clearly relate to school's vision, mission, and/or instructional model.	Description of "educated person" clearly relates to school's vision, mission, and instructional model.	Description of "educated person" is supported by research.	The description of an "educated person" relates to the mission, but it does not provide enough depth or detail. It should offer a clear, comprehensive overview of the philosophical views of the petitioners. This section still lacks clarity regarding the specific traits and skills you believe a person must have to be considered educated in the 21st century.

	Explanation of "how learning best occurs" is not included.	Explanation of "how learning best occurs" does not clearly relate to the school's vision, mission, and/or instructional model.	Explanation of "how learning best occurs" clearly relates to the school's vision, mission, and instructional model.	Explanation of "how learning best occurs" is supported by research.	The how learning best occurs section is well-written and clear. It seems to relate to the school's vision, mission and instructional model so it is being set at Meets standards. However, it should be noted that the vision and mission need additional revision, so if / when they are revised, this section may also need to be changed to maintain alignment and keep a Meets standards ranking.
Educational Program	It is unclear how the educational program relates to the vision and mission.	The description of the educational program attempts to address its relationship to the vision and mission, but additional development is required.	The description of the educational program directly relates to and supports the vision and mission.		The Educational Program section is still under-developed. Many of the recommendations and questions that were included in the 8-16-13 review through in-petition comments were not addressed. Please see additional comments about the educational program section on the following page.
	Educational program fails to offer a choice currently unavailable or insufficiently accessible in the community.		Educational program offers a choice currently unavailable or insufficiently accessible in the community.		The Educational Program section should clearly outline the type of school you want to open; the overall model / framework you want to use; and the specific approaches, services, and curriculum that will make IDCCRA unique. Per previous my previous recommendations, the essential elements of your educational program should be clear, and their connection to each other should be well-explained. It may help if you re-structure the
	Description of educational program does not include an explanation of the instructional practices and/or curriculum.	Description of educational program does not provide a clear picture of the school's plan.	Description of educational program includes instructional practices and curriculum, and illustrates for non-educators how the school will address academics.	Description of educational program is detailed and includes explanations and examples of the instructional practices and types of curriculum to be used.	

Educational Program (continued)	Educational program does not appear to be developed around research-based elements.	Educational program is indicated to be developed around research-based elements, but specifics are not provided.	Educational program is developed around research-based elements and references are provided.	Research-based educational program / elements of program have a record of success in other schools, which will directly assist implementation at the proposed new school.	section, with Educational Program as a main header, then an introduction that outlines the overarching / connecting / overall concept of the educational program (PTE?) and then sub-sections (with sub-headers) that describe the essential elements of your program. The reader should be able to easily understand what type of school you want to open, not just in terms of type (ie. virtual), but in terms of philosophy and methodology. Currently, the section is chopping and lacking introductions, connections, and depth, so I can't yet really describe the school. References to research regarding proven practices you will use should be included. Also, given the # of virtual schools we already have in ID, you should demonstrate how your program is unique / innovative and, therefore, offering a choice not currently available.
	The petition does not address Common Core and/or the Idaho State Standards.	The petition reflects incomplete understanding of Common Core and/or the Idaho State Standards or fails to address how the school will ensure its educational program will align with Common Core and the Idaho State Standards.	The petition reflects strong understanding of Common Core and the Idaho State Standards and addresses the means by which the educational program will align with Common Core and the Idaho State Standards.	The petition includes a specific plan and timeline for ensuring alignment of the educational program with Common Core and the Idaho State Standards.	

Educational Program (continued)	Curriculum framework is not provided.	Curriculum framework is addressed but incomplete or poorly aligned with mission and goals.	Curriculum framework is clear and aligned with mission and goals.		There is some info about curriculum, but it does not appear to be complete and it is not yet clear how the pieces connect to each other or to the mission, vision, or overall educational approach. You may want to consider providing a detailed curriculum framework as an appendix and then use the educational program to summarize it / show how fits with the big picture.
	Graduation requirements are not adequately addressed.		If proposed school will offer high school grades, petition states that the school's graduation requirements will align with those of the state.		
Goals	Goals of the educational program are not included.	Goals are poorly stated, too vague or not demonstrative of logical outcomes for the educational program.	Goals convey the overarching outcomes of the educational program and reflect high standards for the target population. Goals and MSES stated in Tab 4 can be logically connected.	Goals are clearly tied to reliable research and data.	A goals section was added, but the goals are not overarching. Instead, they include specific, numerical targets. Also, they are not well-tied to the school's specific, unique educational program.
	Goals do not clearly align with the vision and mission.		Goals clearly align with the vision and mission.		The goals do not clearly align with the mission and vision. There are 2 reasons for this: a) IDCCRA's vision and mission statements are currently broad and hard to link to the educational program or outcomes; b) the goals outlined in Tab 3 are generic – none of them are unique expectations for this school (vs. any public school).
	Petition does not include stated strategies for reaching identified goals.	Petition includes stated strategies; however, the selected strategies are not well-connected to the educational program or are not backed by evidence of their effectiveness.	Stated strategies for reaching identified goals are clearly connected to the educational program and include research-based components.	Stated strategies for reaching identified goals include research-based components and are demonstrably effective for the target demographic.	The goals section states the goals, but does not outline the strategies IDCCRA will use to accomplish them. See in-petition comments for an example.

Educational Thoroughness Standards	Methods for addressing educational thoroughness standards are not included.	Educational thoroughness standards are addressed, but the means by which they will be fulfilled is unclear or insufficient.	Explanation of the means by which all educational thoroughness standards will be fulfilled includes specific strategies.		
	Methods for addressing educational thoroughness standards do not reflect mission and goals.	Methods for addressing educational thoroughness standards inadequately reflect mission and goals.	Methods for addressing educational thoroughness standards clearly reflect mission and goals.		Though there is an attempt to align the thoroughness standards to the mission, without a clear mission and educational program goals, alignment cannot be easily determined.
Special Education Services	Petition does not state that the school will adopt the SDE's Special Education Manual.		Petition states that the school will adopt the SDE's Special Education Manual.		
	No process is in place to identify special needs students and provide the services they require or plan is non-compliant.	Plan for identifying and serving special needs students is incomplete.	Strong, compliant plan for identifying and serving special needs students is in place and considers the following: IDEA, 504, FAPE, IEPs, and RTI intervention strategies.	Strategies and interventions reflect how special education services will be enhanced by the school's mission.	
	Staffing allocations for special education are not addressed.	Staffing allocations for special education appear insufficient.	Staffing allocations for special education appear adequate. Plans consider contracting for particular services if necessary.		The special education staffing allocations seem appropriate. However, I'm assuming that when you list 1.1, 1.2, 1.3 FTE in the budget that you may be including part-time aides? Please make that clear in the narrative of your Budget Assumptions.
	Procedures for discipline of special education students are unaddressed or non-compliant.		Procedures for discipline or special education students are compliant and reflect strong understanding of requirements.		
	Transportation plans for special needs students are not included, or are non-compliant.	Transportation plans for special needs students are vague or inadequate.	Appropriate plans to provide transportation services to special needs students are included regardless of services available to other students.		

Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is non-compliant.	Plan for working with parents is incomplete or reflects inadequate understanding of statute and district policies.	Plan addresses how school will inform parents of dual enrollment opportunities and will communicate with all relevant parties. Understanding of statute and district policies is evident.	Petition addresses whether or not non-charter students will be permitted to dually enroll at the public charter school.	

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General Comments regarding Tab 3:

Though these sections have improved, the educational philosophy (educated person in 21st century), educational program, and goals sections still need additional development. Together, these three sections are critical, as they should be the heart of the petition in terms of revealing the beliefs behind the school and how they will be practically applied into an educational program.

The educational program in particular is in need of additional depth and details. This section should clearly describe the school's educational focus / approach and provide specifics regarding the essential elements of the educational program. The reader should be end the educational program section with a clear understanding of the type of school this will be, both in terms of the broad picture (virtual, PTE?) and the specifics of implementation.

The special education and dual enrollment sections are well done.

Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 4					
See IDAPA 08.03.01.401.06					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Measurable Student Educational Standards	The petition does not contain MSES that are specific, outcome-based, academically-focused, measurable, and time-specific.	Some or all of the MSES require revision to meet PCSC standards for academic targets.	The MSES meet or exceed PCSC standards for academic targets and address all major academic areas.		The MSES have improved, but still need additional revision to be developed into appropriate mission-specific goals. Please see in-petition comments.

Measurable Student Educational Standards (continued)	The MSES do not appear to reflect the school's mission, vision or previously stated educational program goals.		The MSES reflect the school's mission, vision, and previously stated educational program goals.		The MSES are not yet mission-specific. They are focused on outcomes that can / should be expected from all public schools (academic proficiency, parental satisfaction), rather than those that are closely related to IDCCRA's unique mission and educational program.
	The MSES rely on measurement tools that are not consistent and objective.	Some of the MSES rely on measurement tools that are not consistent or objective; or, it appears the petitioners do not fully understand the measurement tools.	The MSES rely on measurement tools that are consistent and objective. The Five-Star Rating System is used for some of all MSES. Any measurement tools specific to the school's educational model are research-based and demonstrably reliable.		
	MSES do not refer to the Five-Star Rating System or indicate significant lack of understanding regarding how ratings are determined.	Those MSES that refer to the Five-Star Rating System are insufficient to aid the school in achieving an overall rating of 3 or better.	Those MSES that refer to the Five-Star Rating System are appropriate to aid the school in achieving an overall rating of 3 or better.	Use of the Five-Star Rating System in developing MSES reflects strong understanding of how ratings are determined.	
	The MSES do not appear appropriate for the target demographic.	The MSES, though intended to be appropriate for the target demographic, fail to meet minimum PCSC standards.	The MSES appear appropriate for the target demographic and meet or exceed minimum PCSC standards.	The MSES reflect a commitment to exceptional growth for all students.	

Methods of Measuring Student Progress	The methods by which student progress in meeting the MSES will be measured are not addressed.	The methods by which student progress in meeting the MSES will be measured reflect limited understanding of the measurement tools.	The methods by which student progress in meeting the MSES will be measured are addressed in a manner that reflects clear understanding of the measurement tools. Other major methods of evaluating student progress (beyond the MSES) are also addressed.	The petition describes diverse, research-based methods by which student progress will be measured and explains how the resultant data will be applied to improve student outcomes.	Currently, the only goal that requires a unique measurement tool is the parent satisfaction goal. The parent survey seems to be a valid measurement tool, however, the description of how it would be used is still unclear (would you use a specific question or an index score?). Additionally, as recommended elsewhere, you should strongly consider developing goals that are more mission-specific. This may result in the use of additional measurement tools. We recommend you look for tools used elsewhere / supported by research, but we are willing to consider internally-developed tools when necessary.
	Plan for annual reporting of results related to MSES is not included.	Plan for annual reporting of results is vague or insufficient.	Plan for annual reporting of results related to MSES is clear and ensures transparency to stakeholders, authorizer, and the public.		
	The manner in which students will be tested with the same standardized tests as other Idaho public school students is not addressed.	The manner in which students will be tested with the same standardized tests as other Idaho public school students requires revision.	The petition addresses the manner in which students will be tested with the same standardized tests as other ID public school students and outlines how the school will ensure strong participation.		
Accreditation	Accreditation is not addressed, or the petition does not commit to obtaining such for grades 9-12.	The petition commits to obtaining accreditation for grades 9-12. However, the petitioners appear to lack understanding of the accreditation process.	The petition commits to obtaining accreditation for grades 9-12 and demonstrates a clear understanding of the process.	The petition commits to obtaining accreditation for all grades.	The info about accreditation was improved, but includes some information that is not specific to the school (it appears to have been taken directly from AdvancEd since it refers to the school as "you"). Please see in-petition comments.

Accountability and School Improvement	The petition does not demonstrate an understanding of the Five-Star Rating System.	The petition demonstrates limited understanding of the Five-Star Rating System.	The petition demonstrates solid understanding of the Five-Star Rating System.	The petition evidences an understanding of how Five-Star Rating System data should be interpreted and applied at the school, classroom, and student levels.	
	A plan for how the school will respond if it is ever identified as being "in need of improvement" under No Child Left Behind (NCLB) is not provided.	The plan for how the school will respond if it is identified as "in need of improvement" under No Child Left Behind (NCLB) is incomplete or has not been customized to the proposed school.	The plan for how the school will respond if it is ever identified as "in need of improvement" under No Child Left Behind (NCLB) is complete and customized to the proposed school.	The plan includes specific steps that will be taken to avoid the circumstance of being "in need of improvement."	This section is very close. However, there are still many references to the "district." Per the previous review and conversations since, I recommend that you add a sentence that recognizes that since IDCCRA will be its own LEA, the IDCCRA board and administration must take on the turnaround responsibilities normally divided between the district and the school. You could then delete all references to the district, thus preventing any confusion of who is responsible.

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General Comments regarding Tab 4:

I recommend that we have a discussion about your MSES so that we can set a direction for revising these to be mission-specific goals (in preparation for a potential performance certificate). In general, Tab 4 is relatively well done, however, several sections need revision to meet standards.

Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 5					
See IDAPA 08.03.01.401.07					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Governance	Governance structure is unaddressed or non-compliant.	Description of governance structure is incomplete or inadequate.	Governance structure is well explained and indicates that the board of directors shall be legally accountable for the school's operations. Petition is consistent with Articles of Incorporation and Bylaws.		This governance section is clear and aligned to the bylaws. However, PCSC staff have concerns about having a governance structure than includes a minimum of only 3 board members, as this places significant responsibility and decision-making power in only a few hands. Though you stated that IDCCRA will maintain a working board of 5-7 members whenever possible, this does not eliminate the possibility of a board of only 3 members, which is an issue. Again, I recommend this be changed to no fewer than 5 (here & in the bylaws).
	Roles and responsibilities of members of the board of directors and administrators are not delineated.	Description of delineation between roles and responsibilities of members of the board of directors and administrators requires development or clarification.	Roles and responsibilities of members of the board of directors and administrators are clearly delineated.	Organizational chart and key job descriptions are provided. Petition defines role of school founders separately from role of members of the board of directors.	
	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Petition includes an ethical standards agreement to be signed by all the members of the board of directors.		
	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of "founders' syndrome" and ensuring commitment to the mission and vision are addressed.		This section is now close to meeting standard; however, there is still need for some additional clarity. Please see in-petition comments and questions for additional guidance.

Governance (continued)	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.		This section is much improved and is now close to meeting standard. However, the section does not address how potential board members will be vetted / groomed for board. Please see in-petition questions for more guidance.
	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	
	Commitments to comply with Open Meeting Law and Public Records Law are not included.	The commitments to comply with Open Meeting Law and Public Records law require revision for clarity or accuracy.	Clear commitments to comply with Open Meeting Law and Public Records Law are included.		
Parental Involvement	No discussion of parental involvement is included.	Described opportunities for parental involvement appear similar to those at most public schools.	Described opportunities for parental involvement exceed those available in most public schools. Petition contains a plan for making parents aware of governance, volunteer, and other opportunities.		
Audits	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.		Please remove all references to programmatic audits (unless your board wants to do them even though they are no longer required).
	Plan for reporting of financial information to authorizer and community is not provided.	Petition provides limited information regarding fiscal transparency and related requirements.	Petition demonstrates a clear understanding of fiscal transparency requirements, including maintenance of an expenditure website.		

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General Comments regarding Tab 5:

This tab has been significantly improved. However, there are still some areas in need of additional revision. Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 6					
IDAPA 08.03.01.401.08					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Employee Qualifications	Teacher and administrator certification is not addressed.	Petition's statement regarding teacher and administrator certification requires editing for clarity or accuracy.	Petition states that teachers and administrators will be certified in accordance with statute.		
	Petition does not state that all teachers will be Highly Qualified.	Petition's statement regarding HQT requires editing for clarity or accuracy.	Petition states that all teachers will be Highly Qualified.		
	Criminal background checks are not addressed.	Statement regarding criminal background checks is incomplete.	Petition states that all school employees and volunteers in direct contact with students will undergo criminal background checks.	Petition states that all school employees, members of the board of directors, and volunteers will undergo criminal background checks.	
	There is no plan for professional development and evaluation of staff is included in the appendices.	There is a plan for professional development and evaluation of staff included in the appendices, but no reference to the plan is included in Tab 6.	There is a plan for professional development and evaluation of staff included in the appendices, and a reference to the plan is included in Tab 6.		It seems like you *may* have all of the appropriate information included in your petition but without the necessary / correct references in Tab 6 about where to find it. There is a reference to an appendix about teacher professional development (Appendix 9), but the reference is not accurate. There is information about professional development in Tab 9, but is not referenced. There is also a teacher evaluation rubric in your appendices (Appendix 19), but it is not referenced. Please add and correct your references and / or address the in-petition comments and questions.
Health and Safety	Health and safety procedures are not addressed.	General health and safety procedures are outlined; however, additional specificity is required.	School climate is designed to ensure health and safety of students and staff. Specific procedures are detailed and address: drugs/alcohol, suicide prevention, bullying, and disaster preparedness.	School climate is clearly defined and follows best practices or research-based methods for creating safe schools. Specific procedures and staff training plans are detailed.	The Student Handbook includes many of the policies related to safety. Given the nature of the school (virtual), these policies are appropriate / adequate.

	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is not included.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances requires editing.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is realistic and implementable.		
Student Discipline	Little or no information and student discipline is provided.	Student discipline section fails to clearly describe classroom management philosophy and methods, as well as disciplinary protocol.	Classroom management philosophy and methods, as well as disciplinary protocol, are clearly explained.	Classroom management and discipline procedures align with the school's mission and vision, and are designed to encourage the development of a positive school culture.	
	Suspension and expulsion procedures are unaddressed or non-compliant.		Suspension and expulsion procedures are clear and compliant.		
Employee Benefits	Employee benefits are not addressed or are non-compliant.	Statement regarding employee benefits is incomplete.	Petition states that all staff members will be covered by PERSI, federal social security, unemployment insurance, workers compensation, and health insurance.		
Employee Status	Transfer rights are not addressed or are non-compliant.	Statement regarding transfer rights is incomplete.	Petition clearly addresses the transfer rights of charter school employees.		
	Collective bargaining is not addressed or non-compliant.		Petition states that staff will be a separate unit for purposes of collective bargaining.		
Employee Contracts	Teacher and administrator contracts are not addressed.	Petition's statement regarding teacher and administrator contracts requires editing for clarity or accuracy.	Petition states that teacher and administrators will be on signed contracts in a form approved by the state superintendent of public instruction.		

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General Comments regarding Tab 6:

This tab has been improved; however, some of the comments and questions related to professional development and evaluation have not been addressed. Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 7					
See IDAPA 08.03.01.401.09					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Admissions Procedures	Enrollment capacity section is absent or addresses only total capacity.	Enrollment capacity section is unclear.	Enrollment capacity section includes total school capacity as well as grade-level capacity.		**Not applicable;** The petition is for a virtual school and proposes no enrollment cap. Efforts to recruit the appropriate / desired number of students has been addressed.
	Growth plan is not provided.	Growth plan is unclear or fails to detail plan from year one through final expansion.	Growth plan is clear and complete from year one through final expansion.	Growth plan includes a backup strategy for dealing with lower than expected enrollment.	**Not applicable**
Admissions Procedures (continued)	Admissions procedures are incomplete or non-compliant.		Admissions procedures, including timelines, are clearly explained and compliant.		This section now meets standards. However, please see in-petition comments regarding a couple of recommended changes (1 clarification and 1 deletion).
	Over-enrollment and equitable selection processes are incomplete or non-compliant.		Over-enrollment and equitable selection processes are complete and compliant.		**Not applicable**
	Equitable selection process includes preference groups not allowed by state law, or preferences are listed in the wrong order.		Equitable selection process permits only preference permitted by statute, and the preferences are ordered correctly.	Policies regarding preference groups are included with the petition. (For example, "founder" and "sibling" are defined.)	**Not applicable**
	Process for development of final selection list is incomplete or non-compliant.		Process for developing final selection list is clear and compliant.		**Not applicable**
	Process for renewing final selection list is incomplete or non-compliant.		Process for renewing final selection list is clear and compliant.		**Not applicable**
Alternatives	*If petition is for a traditional public school applying to convert to a charter school:* Public school alternatives are not addressed.	*If petition is for a traditional public school applying to convert to a charter school:* Public school alternatives are provided, but list is incomplete.	*If petition is for a traditional public school applying to convert to a charter school:* Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		**Not applicable**

Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	This section is improved; however, please see in-petition comments for a few remaining questions / areas that can be clarified.
	Plan for denial of school attendance is unaddressed or non-compliant.	Plan for denial of school attendance is incomplete.	Plan for denial of school attendance is clear and compliant.		
Student Handbook	There is no draft student handbook included in the petition's appendices.	A draft student handbook is included in the appendices, but the reference to the appendix or the plan for distribution of the handbook is lacking or absent.	A draft student handbook is included in the appendices. Tab 7 includes a brief plan for finalizing and the handbook and ensuring stakeholder access to, and review of, the document. The section includes a reference to the location of the Draft Handbook in the appendices.		

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General Comments regard Tab 7:

This tab meets standards. However, please see in-petition comments to make a couple of additional improvements.

Tab 8					
See IDAPA 08.03.01.401.10					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Business Plan: Description	Business description is not provided.	Business description is vague or incomplete.	Clear and well-considered business description addresses both the non-profit corporation and public entity aspects of the school.		
	There is no Pre-Opening Timeline in the appendices or there is no reference to the appendix in Tab 8.		There is a Pre-Opening Timeline in the appendices and a reference to the appropriate appendix in Tab 8.		

Business Plan: Marketing	Marketing plan is not provided.	Marketing plan is vague or incomplete.	Comprehensive marketing plan includes goals, tasks, timelines, expenses, and responsible individuals.	Marketing plan extends beyond the pre-opening year and includes opportunities for partnerships to engage the community with the school.	Your marketing plan has improved with additional information regarding who will be responsible (K12) and the intended marketing strategies. However, your marketing goals need further development – they should be broad and address activities beyond meeting enrollment, such as ensure the community is aware of the school or publicizing school activities and /or successes. Additionally, there is no information about the timeline or budget for marketing.
	Strategy for reaching at-risk and underserved families is not provided.	Strategies for reaching at-risk and underserved families are vague.	Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.	Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.	Other than visiting "Urban and rural" areas, there are no specific strategies focused on recruiting at-risk or underserved families. How will you reach non-English speaking families? Low income families? Families with students who need special education services? How will you help them to understand that they can attend IDCCRA?
Business Plan: Management	Management plan is not provided.	Management plan is vague or incomplete.	Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors, and support staff. If a management company is to be used, costs and services are clearly described, and a copy of the proposed contract is included in the appendix.		The information provided in this section, when combined with what is in Tab 2 and Tab 5 (which are referenced here) is appropriate.

	The management plan does not include a reference to the appendix which contains board member resumes or the petitioning group list.		The management plan includes a reference to the appendix which contains board member resumes and the petitioning group list.		
Business Plan: Finances	Financial oversight plan is unaddressed or non-compliant.	Financial oversight plan is incomplete or likely to be ineffective.	Financial oversight policies and plans are described and demonstrate understanding of proper fiscal oversight.	Financial oversight plan includes details about the school's intended policies for: budgeting, processing and monitoring of revenue and expenses, and managing cash flow. Plans demonstrate a strong understanding of proper fiscal oversight. Thorough, appropriate financial policies have been adopted by the board of directors.	The financial plan has been improved, but needs additional revision for clarity. Please see in-petition questions for more information.
	No fundraising or grant writing plan is provided.	Fundraising or grant writing plan is incomplete, or the budget relies on fundraising/grants to remain viable.	Realistic fundraising and grant writing plan identifies specific strategies, grantors, and goals. However, the budget does not rely on fundraising or grants to remain viable.	Successful fundraising strategy has been enacted. Documentation of guaranteed donations and/or grants is provided.	IDCCRA has stated that it will not do any fundraising. As a result, no fundraising plan was provided. Since the school's contract with K12 includes a default protection clause, this is appropriate. Thus, this measure is ranked as Meets expectations even though it does not align to the requirements.
	Financial plan does not include a reference to appendices where budget and cash flow documents can be found.		Financial plan includes a reference to appendices where budget and cash flow documents can be found.		
Transportation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner.	Clear, documented plan is in place to offer student transportation beginning in year one.	Transportation will not be provided, but that is appropriate given the nature of the proposed school (virtual). Thus, the measures in this section are being ranked as Meets expectations even though they do not align to

	Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.		the measure requirements.
Nutrition	Student nutrition is not addressed.	Student nutrition service plans vague or undocumented.	Description of whether and how student nutrition will be provided is clear and documented.	Student nutrition will be provided beginning in year one.	The school will not provide a school lunch program, but that is appropriate given the nature of the school (virtual). Thus, this section is being ranked as Meets expectations even though it does not align to the measure requirements.
	Free and reduced lunch (FRL) eligibility is unaddressed or non-compliant.	Plan for identifying students who are eligible for FRL is unclear or inadequate.	Appropriate plan is in place for identifying students who are eligible for FRL.		**Not applicable**

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General Comments regarding Tab 8:

The Business Plan (Marketing, and Finances) needs additional depth and clarification. Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 9					
Virtual Schools and Blended Programs Only. See IDAPA 08.03.01.401.11					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Learning Management System	Learning management system has not been identified.	Description of learning management system is vague or appears inadequate to fulfill the mission and meet identified goals.	Description of learning management system addresses technology platform, curriculum, and rationale. System appears adequate to fulfill mission and meet identified goals.		This section has improved. Please address the in-petition comments and questions regarding how you will implement a PTE program using the virtual model and K12 curriculum.

Learning Management System (continued)	Roles of curriculum provider/ charter management organization/education management organization and the school's board of directors and employees are not addressed.	Roles are not clearly defined, or are inappropriate.	Roles of curriculum provider/CMO/EMO, board of directors, administration, business managers, and teachers are clearly defined. Organizational chart indicates employment and supervision relationships.		Tab 9 includes a reference to tabs 2, 5, and 8 where this has been addressed.
	Contract is incomplete or absent.	Contract is unclear, or costs appear unreasonable by comparison to services provided.	Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.		The price list is included with the K12 contract. However, the info provided about the different fees makes it difficult to see what the total estimated payments to K12 will be in years 1 through 3. Please see comments in the Notes sections about the Budget Assumptions and Operating Budgets regarding this, as adjusting those documents will be necessary to provide a clear picture of the estimated cost of the K12 contract.
	Board of directors of the school appears to have inadequate oversight and control over school finances, educational program, and/or employees.	Board of directors of the school apparently retains oversight and control, but no plan is in place for evaluating and redirecting the curriculum provider/CMO/EMO.	Board of directors of the school clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect curriculum provider / CMO / EMO as needed.	Local, independent board of directors of the school clearly evaluated multiple curriculum providers and selected a vendor appropriate to the stated mission in order to meet a community need.	The petition states that the board will maintain oversight and control. However, per the K12 contract, K12 will have the responsibility for hiring & supervising key staff (HOS, Business Manager, etc.) and for overseeing finances. There is some, but very limited info about the boards involvement in these aspects of the operations of the school. Can you please provide more details about *how* (the process, etc.) the board can impact / redirect the contractor's (K12) decisions about or management of staffing, finances, and curriculum?

Learning Management System (continued)	Learning management system does not appear to offer opportunities significantly different from those already available.		Learning management system offers new opportunities to families.		If IDCCRA is able to develop and implement a sequenced, PTE curriculum online, it would offer a new opportunity for families. However, there is not currently adequate info to demonstrate *how* IDCCRA will successfully implement professional-technical coursework and experiences virtually. This is critical for demonstrating that you will be able to offer a new / unique opportunity to families.
Educational Program – virtual	Rationale for use of a virtual program is not addressed, or the virtual method appears to be a poor choice for fulfilling the mission and meeting stated goals.	Rationale requires further development.	Petition provides strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.	Virtual program will provide unique opportunities and meet goals that could not be achieved in a brick-and-mortar setting.	There is no Virtual Education Program section. There is a brief rationale included earlier in the tab, but it does not address how the school plans to ensure that PTE is successfully implemented in the virtual environment. This is particularly important for this school since the nature of PTE may make it difficult to implement virtually.
	Plan to ensure all students have access to the virtual educational program is not addressed.	Plan to ensure all students have access to the virtual educational program is incomplete or vague.	Plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.		
	Role of online teacher is not addressed.	Role of online teacher is not sufficiently detailed or appears inadequate.	Role of online teacher, including consistent availability of teacher to individualize and provide guidance around course material is clearly described.	Role of teacher is sufficiently broad to minimize reliance on parent or learning coach for guidance around course material.	

Educational Program – virtual (continued)	Assessment of student work is not addressed.	Means by which student work will be assessed is not sufficiently detailed or teacher involvement appears inadequate.	Means by which student work will be assessed is clearly described, including level of teacher involvement in evaluating and responding to student performance.		
	Student-teacher interaction is not addressed.	Student-teacher interaction appears inadequate to ensure student success.	Means by which student will interact with teachers includes timely and frequent feedback about student progress.	Petition describes unusually strong level of teacher support that extends beyond academic instruction.	
	Student-to-student interaction is not addressed.	Student-to-student interaction appears inadequate to foster school community.	Opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.	Petition describes unusually strong strategies for fostering student community and positive culture.	This section has significantly improved. However, as per an in-petition comment in your 8-16-13 review, you commit to starting the school with 2 clubs (and facilitating other opportunities) but provide vey little info about those clubs. Since one of the clubs is student council, it would be very helpful to understand if / how the student council will help to develop / encourage a sense of school community and if / how the council will be able to give a student voice in IDCCRA decision-making processes.
Technology	Plan for provision of hardware, software, and connectivity is absent or does not ensure equal access.	Plan for provision of hardware, software, and connectivity is vague or may not be sufficient or affordable.	Reasonable plan is in place for ensuring equal access to all students, including provision of necessary hardware, software, and internet connectivity required for participation in online coursework.		
	Plan for provision of technical support is not provided.	Plan for provision of technical support is vague or may not be sufficient or affordable.	Plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.		

	Plan for training students and parents in use of hardware and software is not provided.	Plan for training students and parents in use of hardware and software appears insufficient.	Plan is in place for training students and parents in use of hardware and software.		Your new section on the online training available is helpful. However, your plan does not address how will you make sure families are aware of these tools / encouraged them to use them.
Professional Development	Professional development specific to the virtual environment is not addressed.	Strategies for professional development require additional development to ensure successful implementation of the virtual program.	Strategies for professional development specific to education in the virtual environment address both initial and ongoing training.		In-petition comments and questions from the 8-16-13 review requesting additional information about ongoing training / professional development for teachers were not addressed. Also, since your professional development section in Tab 9 is more developed than your section in Tab 6, I recommend adding a reference in Tab 6 (to Tab 9).
	Teacher evaluations specific to the virtual environment are not addressed.	Teacher evaluation plan is vague or inadequate.	Teacher evaluation plan includes observation and intervention strategies specific to virtual education.		The teacher evaluation section is much improved; however, it does not address the evaluation of virtual-specific teaching strategies.
Data Collection	Means of verifying student attendance is unaddressed or non-compliant.	Means of verifying student attendance is vague or insufficient.	Means of verifying student attendance is clearly described. Attendance will focus primarily on coursework and activities correlated to the thoroughness standards.		
	Means of awarding course completion is unaddressed.	Means of awarding course completion is vague or insufficient.	Means of awarding course completion is clearly described.		
	Administration of standardized testing is not addressed.	Plan for administration of standardized tests is impractical for the school and/or families. Inadequate participation appears likely.	Strategies for administering standardized testing to all students are practical and affordable.	Strategies include methods for motivating participation and assisting families with limited resources.	

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General Comments regarding Tab 9:

Though you added a rationale regarding why you believe that IDCCRA should be a virtual school, you did not address *how* you plan to implement PTE effectively in a virtual environment.

Also, though the petition asserts that the IDCCRA board will maintain oversight and control over the school's finances, educational program, and employees, you still have not provided enough information to back-up that statement, particularly since some of the critical employees (administration / management) will be K12 employees.

Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Tab 10					
See IDAPA 08.03.01.401.12					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
Business Arrangements & Partnerships	No information is provided regarding services to be purchased or contracted.	Information is provided regarding services to be purchased or contracted, but is incomplete or vague.	List of contracted services and key business partnerships is provided. Supporting documents (draft contracts / letters of intent / MOUs) are included in the appendices and referenced in Tab 10.		There is not adequate info in this section about your relationship with PTE. The e-mails from PTE included in the appendices do not adequately demonstrate where you are in the process of applying to be a PTE charter school or what relationship development / communication has taken place. Have you discussed the possibility of a virtual PTE school with PTE? What feedback have you received from them? Also, you state that you are going to develop other partnerships, but do not provide any details or documentation (in the appendices). Finally, this section does not match the appendices, since you have info from two potential contractors (legal & insurance) included in your appendices but not mentioned in Tab 10.
	Community partnerships are not addressed.	Descriptions of community partnerships are vague or uncertain.	Specific community partnerships are described and supported by agreements or letters of support, which are included with other contracts in the appendices.	Community partnerships are integral to the mission and educational program. Such partnerships have been developed and their nature is clearly described.	There are potential partners identified (just statements that IDCCRA will develop partnerships); there are no supporting documents or letters of intent referenced.

Business Arrangements and Partnerships (continued)	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school's mission, goals, or needs.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Rationale requires further development.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.	
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Roles of management organization and school board and employees are not addressed.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Roles are not clearly defined, or are inappropriate.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Roles of management organization, school board, administration, business managers, and teachers are clearly defined. Organizational chart indicates employment and supervision relationships.		You have appropriately improved Tabs 2, 5, and 8 and referenced them here.
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* School board apparently retains oversight and control, but no plan is in place for evaluating the management company.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* School board clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect EMO / CMO as needed.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.	As noted in Tab 9, the petition needs more details about *how* (the process, etc.) the board can impact / redirect the contractor's (K12) decisions about or management of staffing, finances, and curriculum. Please add more details and depth in Tab 9 or 10.

Business Arrangements and Partnerships (continued)	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.		*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.		
Termination	Termination plan fails to specify individuals responsible for tasks associated with dissolution.	Termination plan relies on employees for the completion of tasks associated with dissolution.	Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.		The petition states that the board will identify a designee but does not clarify how that designee will be identified and what qualifications that person must have. It is not clear if that designee could / could not be an employee.
	Disposal of assets is unaddressed or non-compliant.	Disposal of assets is generally addressed, but additional detail is required.	Plan for disposal of assets, including responsible individual and timelines, is clear and compliant. Distinction is made between assets purchased with federal and non-federal funds.		
	Payment of creditors is unaddressed or non-compliant.	Payment of creditors is generally addressed, but priorities are not specified.	Payment of creditors is addressed and includes a list of priorities for payment (if permitted by courts). Specific timelines are included.		The petition includes a specific prioritization for payments, so it meets standards. However, please see the in-petition comment regarding a concern PCSC staff have about the order of prioritization.
	No plan is in place for completion of final, independent fiscal audit.		Plan is in place for funding and completion of final, independent fiscal audit.		Please add a brief section about completing (and paying for) a financial fiscal audit.
	Long term record storage is not addressed.	Long term storage plans are vague or inappropriate.	Plans for secure, long-term storage of records, including student and personnel records, are clear. Process for accessing records will be available to the public.		

Termination (continued)	Student records transfer plan is not provided or is non-compliant.	Student records transfer plan is vague or inadequate.	Process for transferring student records is clear, includes identification of responsible individuals, and will be available to the public.		
	Personnel records transfer plan is not provided or is non-compliant.	Personnel records transfer plan is vague or inadequate.	Process for transferring personnel records is clear, includes identification of responsible individuals, and will be available to the public.		
Additional Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.		**Not applicable**; no additional information provided
	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.		**Not applicable**; no additional information provided

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General Comments regarding Tab 10:

This tab needs more specific information (and supporting documentation in the appendices) about potential contractors and partners. The closure / termination plan also needs revision to address questions / concerns about the board identifying a "designee" to oversee the process.

Please see the Notes for individual measures above and the in-petition comments and questions for additional details.

Appendices					
The appendices section must include the information listed in IDAPA 08.03.01.401.13. Additional appendices may be included as referenced in other sections of the petition. Appendices should be organized in a logical manner.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
A: Articles Incorporation & Bylaws	Articles of Incorporation are not included, or are included but unsigned.	Signed Articles of Incorporation are included but require revision.	Signed Articles of Incorporation, including any amendments thereto, are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Articles.	
	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	The Bylaws still need significant revision to make them clear, appropriate / compliant, and helpful

A: Articles Incorporation & Bylaws (continued)	Bylaws do not address the process by which members of the school's board of directors will be selected.	Bylaws partially address the process by which members of the school's board of directors will be selected. Process for board selection may be addressed, but bylaws lack full clarity and detail.	Bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.		in guiding the actions of the board. Many recommendations / concerns about your bylaws in the 8-16-13 review were not addressed. Please see the General Comments section for the Appendices for a complete list of recommendations/ questions.
B: Elector Signatures	Elector petition and/or documented proof of elector qualifications are not included, or the number of electors is insufficient.		Elector petition and documentation for proof of elector qualifications are included.		
C: Charter Workshop	No members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms the petitioning group's attendance at the SDE's Charter Start! Workshop. However, only 1 member attended or the attendee(s) is/are no longer actively involved in the petitioning process.	Documentation confirms that at least 2, active members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms that all active members of the petitioning group attended the SDE's Charter Start! Workshop.	I am assuming that Todd Thorpe currently active as a board member / member of the petitioning group (and therefore ranking this Meets), but his role in the process isn't very clear (the petitioning group list simply calls him a K12 Administrator).
D: Board Resumes & Petitioning Group List	Resumes for all members of the school's board of directors are not included.	Resumes provided may be incomplete, unprofessional, or lacking references.	Professional resumes for all members of the school's board of directors are included and provide several references, with contact information, for each board member.	Resumes are accompanied by a brief narrative explaining the individual and collective qualifications of the members of the board of directors, focusing on their capacity to assume responsibility for public funds and the education of Idaho students.	Per the previous (8-16-13) review: Larry Howerton is listed on the petitioning group list as a director, but there is no resume included for him. If he is no longer active, please list him on the petitioning group list as Previous (or Prior) Director. If he is active, please provide his resume.

D: Board Resumes & Petitioning Group List (continued)	Board membership reflects a lack of diverse experience and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and community outreach). It is evident all members of the board of directors are active in the petitioning process.	Board membership includes experience with charter school leadership.	Based on the resumes and interviews with the board members, the primary areas of expertise of board members are education / teaching, professional-technical education, and business. The petitioning group also includes the support of a lawyer. However, there are only 3 board members, and one expressed that he has not been very involved in the petitioning process. Additionally, though the board member with a business background has some experience with business finance, the board members have communicated that they are relying on K12 to understand and deal with the details of Idaho's school finance system. Also, the primary writer of the petition is not a founding board member, but rather, a K12 employee. This, combined with info from interviews, indicates that the board members have been involved in "high-level" (broad) discussions about the petition while relying on the K12 employee to address the details of the petition.
	A list of the petitioning group, including names and primary roles of persons involved with petition development is not provided.	The list of names and roles of those involved in the development of the petition is incomplete or vague.	The petition includes a list of the names and primary roles of all persons significantly involved with development of the petition, including: founders, members of the board of directors, contractors, employees, and community volunteers. List identifies individuals expected to remain involved with the school during pre-opening and operations.		Your list is rather short – are there any other volunteers / community members who are engaged in the petitioning process? Also – it would be helpful if the list included an additional column showing whether or not the person is active now (in addition to whether they will be active in the future).

E: Contracts, Leases & Agreements	Contracts, leases, agreements or other documents demonstrating relationships described in Tab 10 (and other sections of the petition) are not included in the appendices.	Documents demonstrating relationships described in Tab 10 (and other sections of the petition) are included in the appendices but are vague or incomplete.	Contracts, leases, agreements, and other documents demonstrating relationships are included in the appendices. Documents are well-organized, clear, and adequate to demonstrate the relationships described in Tab 10 (and other sections of the petition).		Per the comments in Tab 10, there is still inadequate documentation regarding relationships that are being developed. There should be additional info / documentation about PTE in Tab 10 and/or here and there should be documents representing relationship development with other entities (colleges, businesses, support service agencies, etc.).
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract is incomplete or absent.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Contract is unclear, or costs appear unreasonable by comparison to services provided.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.		

F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided or PCSC	Budget assumptions are incomplete or unclear.	Budget assumptions are provided for the pre-opening year, as well as the first three years of operations. The assumptions are complete, consistent with the budgets, and appropriately documented. Budget assumptions are provided on the completed PCSC's Budget Assumptions template.	Budget assumptions include explanations of how the assumptions were developed. A description of what budgetary adjustments will be made if enrollment fails to meet projections is included.	Remember - The budget assumptions should provide MORE detail than the budgets. For instance adding Staff Development for $10,000 but not demonstrating how that $10,000 will be spent / used does not provide additional detail / rationale. Please use the Comments / Assumptions column of the tables and/or the narrative section to provide reasoning, additional info, and cost breakdowns. The numbers (FTE, total amounts, etc.) need to match the first three years of your proposed operating budget. Currently, some of your areas (Operations Administrator) don't match. Also, while some of the numbers match, they don't make sense. You shouldn't have the same costs (level of staffing, etc) in your worst, likely, and best case scenario budgets, since your enrollment and income would be significantly different. Your rationale regarding having the same # of teachers for your best and worst case scenarios doesn't make sense to me. If 5 FTE is an adequate number of teachers for 250 students, why do you need that many teachers for 150 students? * FOR K12 COSTS TO BE CLEAR, I think you should put your total yearly K12 costs under "Contract Services". Please breakdown more *details* of the K12 costs in the budget assumptions under "Educational Program / Curriculum" and/or in the narrative and provide supporting documentation.

G: Pre-Opening / Start-up Budget	Pre-opening year budget is not provided.	Pre-opening year budget is incomplete, poorly documented, or appears insufficient to cover activities described in the petition.	Pre-opening year budget reflects reasonable expenditures that align with remainder of petition, including: marketing, facilities, staffing, insurance, contractors, memberships, certifications, audits, curriculum, technology, exceptional student services, etc. Revenues and expenditures are supported by documentation.		Per the previous review: You should provide a pre-opening budget that shows all pre-opening revenue (ie. grants such as Albertsons) and expenditures (facility preparations costs, cost of administrator prior to operations, etc.). Stating that you don't anticipate having pre-opening costs in your Budget Assumptions and putting amounts in the 1st year cash flow is not adequate. It is likely that you will have some pre-opening costs – won't you have an administrator working before the first day of classes? Won't you need to open your facility (thus have lease costs) in order to process enrollments in advance of start of the school year? You need to provide a Pre-Opening Budget that outlines both the revenues and costs and then shows the amount you'll have left when you start operations (which would then be the starting balance for the operational budget).
	Spending priorities do not clearly align with the stated mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to meet pre-opening needs.	Spending priorities align with the mission and educational program and resources. Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.		Pre-Opening Budget was not provided so PCSC staff cannot evaluate whether spending priorities are aligned.

H: Three-year Operating Budgets	Operating budgets for the first three years of operations are not provided, are incorrectly formatted, or are incomplete.	Operating budgets for the first three years of operations are incomplete, poorly documented, or appear insufficient.	Operating budgets for the first three years of operations are provided on the PCSC's template. Budgets are provided for best-case, worst-case, and most-likely-case scenarios. Revenues and expenditures appear reasonable and are supported by documentation.	Five-year budget projections are provided.	The majority of the following questions / concerns were raised in the 8-16-13 review, and they remain unaddressed: • What is the $250,000 Federal Grant listed in Year 1 revenue? If that is an anticipated Albertson's grant, it should be pulled out of this budget and moved to a Pre-Opening Budget. • What is the K12 Balancing Invoice listed in revenue? Are those pre-planned Balanced Budget Credits per your contract? If so, shouldn't you be building a balanced budget without these credits built-in? • Why did you estimate PERSI costs at 1%? • What documentation can you provide regarding the budgeted amounts ($600k in Yr 1 for Likely, etc.) for Textbooks and Supplies? I think it would be clearer / cleaner to put the total cost of K12 in the contract services line item and then use the Budget Assumptions to break that down (supplies, LMS, management, etc.) AND provide documentation that supports your budget assumptions (such as an detailed estimate of Yr1 costs from K12) • Your Proposed budget has 6 teachers for Yr 2 w/ an enrollment of 250 and 7 for 300 students (etc.), your Best Case budget has 5 teachers for 250 students and 6 teachers for 300, and your Worst Case has 5 teachers for 150 students and 6 teachers for 200 students. Why?

Three-Year Operating Budgets (continued)	Projected growth appears unrealistic or inadequate to meet long range financial plans.	Growth projections are not clearly supported by realistic data and/or supported by expanded staff and facilities.	Projected growth is realistic, adequate to meet long range financial plans, and supported by expanded staff and facilities.		The growth to staffing ratios are inconsistent and confusing (see question above) and the petitioners have not provided any information in the narrative, budget assumptions, or elsewhere that allows PCSC staff to determine if growth is realistic.
	Spending priorities do not clearly align with the mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to achieve stated goals.	Spending priorities align with the mission and educational program and resources are adequate to achieve stated goals.		The mission, vision, and essential aspects of the educational program are unclear in the narrative and the budget assumptions don't provide detailed cost breakdowns, this is difficult to determine. While it appears there will be adequate spending related to technology (which makes sense in a virtual environment), it is not clear if other aspects of the educational program (ie. PTE) have been adequately included.
I: 1st year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding.		The following questions / concerns from the 8-16-13 review have not been addressed: The cash flow document would be easier to read if it was on one page (landscape orientation). Also, the state support does not appear in the revenue in the appropriate months (the early payment is sent by July 31 but should show on your cash flow for Aug, regular payments are Oct, Nov, Feb, and May).

J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land. Reasonable, well-supported backup options are also included.	Please provide supporting documentation for options #2 and #3. At a minimum, documentation should: a) confirm that you have communicated with the owner about the possibility of leasing the space; b) confirm that the space is available for lease and the owner is potentially willing to lease to you if the petition is approved; c) confirm that the property is appropriately zoned / prepared for your activities or will be prepared prior to your opening; and d) confirm the monthly and total annual cost of leasing that specific property.
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		
	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	Given the nature of the type of space (office only) and the plan to lease, the details in the Facilities templates and Pre-Opening timeline are appropriate.
	Petition does not demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Petition partially demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc. However, additional information is needed to ensure compliance.	Petition demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Certificates to verify compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	Per the 8-16-13 review, you should address this in the narrative section of each of your facilities details templates (even if the space is going to be office space only).
M: Pre-Opening Timeline	Pre-opening timeline is not provided using the PCSC's Pre-Opening Timeline Template.	Pre-opening template requires additional development to ensure timely completion of preparation to begin operations.	Complete, pre-opening timeline is provided using the PCSC's Pre-Opening Timeline Template and reflects strong understanding of the steps involved in preparing for operations.		

N: Staff Professional Development & Evaluation	Professional development plan is not included or reflects a plan with minimal offerings that is poorly aligned with the mission or clearly inadequate to ensure successful implementation of the educational program.	Petition expresses an intention to base professional development on teacher needs, student progress, and school mission, but plan is vague. Plan needs additional development to ensure successful implementation.	Professional development strategy is thorough, specific, and sufficient to ensure successful implementation of the educational program and fulfillment of the mission. Adequate resources are committed to initial and ongoing professional development.	Professional development plan is sufficient (both in content and resources) to ensure successful implementation and integrates staff feedback and school and staff evaluation data in determining future training needs.	There is no professional development plan in the appendices (just a list of sessions that K12 will provide to new teachers). Though your content in Tab 9 about professional development is improved, there is still inadequate information about ongoing professional development and ways that the needs of the virtual teacher will be addressed. Please either address it in Tab 6, Tab 9, or through an appendix (with references to that appendix in the appropriate tabs).
	Plans for teacher and administrator evaluations are not included or are non-compliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	There are detailed performance evaluation documents for teachers, but no evaluation for the administrator included.
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		The outreach activities list provided by the school demonstrates that a significant number of outreach activities were completed prior to the submission of this version of the petition on 9-12-13. However, the separate interested students / families list provided to PCSC staff (for confidentiality reasons) reveals that IDCCRA has only gathered 20 names of students who have expressed an interest in the school. Given the number of outreach activities and the proposed first year enrollment of 200-250 students, this is concerning.
P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that *far* exceeds the school's stated enrollment targets.	
Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.		Please note that there is highlighting in the Student Handbook (handbook pg 12) that seems to identify an incomplete thought.

Other Appendices	School calendar is not provided.	School calendar is insufficient or non-compliant.	School calendar and schedule demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum and strong professional development.	Calendar reflects understanding of how attendance will affect school finances, and considers other community factors such as holidays, school vacations, hunting season, daycare availability, etc.	Please delete the SDE directions page (appendix pg 253) so that all is included is the IDCCRA calendar.
	Appendices are poorly organized or lacking critical information.		Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.		

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General Comments regarding Appendices:

Your appendices are missing some critical documents, such as a Pre-Opening Budget, Teachers / Staff Professional Development and Evaluation Plan, and the Interested Families List.

Please see the Notes as well as the details on the following two pages for more guidance regarding revisions to make to the IDCCRA Bylaws.

The following questions / recommendations regarding your BYLAWS (previously identified in the 8-16-13 review) have not been addressed:

- 3.1(b) – Having the minimum board size set at 3 is concerning. That would mean that quorum would be just 2 people, so you wouldn't need very many voices / opinions to be involved to make decisions. This would not be likely to yield strong, consistent leadership from the board. We recommend you have a minimum of 5 board members.
- 3.1(c)(2) – If all of the initial board members serve for three years, all of their seats will have to be filled at the same time, which can cause knowledge / consistency issues – we recommending identifying the current seats (seat #1 (name), etc.) and then staggering the end of the initial terms;
- 3.2 – In the first sentence, please make it clear that you are talking about mid-term vacancies. Also, why did you change this so that the person completes the term? If you have an elected board, since the replacement is being appointed (rather than elected), it seems the person should only serve until the next election (as you previously had), particularly if the remaining part of the term is more than 1 year.
- Article 3 – You need to add a section about the election and/or appointment process for the Board of Directors for regular terms (rather than mid-term vacancies as outlined in 3.2). Stating that elections will take place at the annual meeting doesn't give enough information. Who can be a board member? How will candidates be identified (by board committee? by stakeholders? Both?)? What will the voting process be? Who can vote for board members? If parents are allowed to vote, how many votes do they get per household? What if parents are separated / divorced and living in separate households (but have joint custody)? Do staff members get to vote? What about employees who are not employed by IDCCRA (ie. by K12)? Will there be general nominations? Or will nominees be identified in advance – if so, how? Will proxy voting be allowed? If so, when will proxy votes need to be received by? Answering these types of questions (and more) will allow you to outline a clear process.
- 4.7 – It is fine if you have meetings via telecommunication. To align to Open Meeting Law, please add a statement that says that at least one board member or the chief administrative officer to be physically present in-person at the established location of the meeting.

- Article 4 (Meetings) – why isn't there a section about posting notice about meetings and special meetings? This should be included in your bylaws to ensure that your board's process / actions align to open meeting law. It does not appear in Article 6 (Notices) either.
- Article 5 (Committee) – Through my previous questions, I was not trying to imply that your board couldn't / shouldn't have any committees. Rather, I was raising concerns about the Executive Committee. There may be times when the board will need to establish a committee (ie. to vet potential board members, or to dig more deeply into an area of concern) so you should have a process for committees outlined. I recommended adding a section that states that the board can establish committees (by majority vote of the board) of 2 or more members to complete work of the board. Then have an additional section that clarifies that Committees cannot conduct any formal business and that all votes will take place only at open meetings held by the full board.
- 7.1 (now 6.1) – I recommend that you simplify this … and delete all references to Assistant Secretary(ies) and Assistant Treasurer(s) from this and other sections (7.2, 7.6, 7.7, etc.), because you would need to have a very large board to have / need these positions. Also, this section states that one person may hold 2 offices on the board, except Chairman and Secretary. What about Chairman and Treasurer? It may be difficult to create a separation of financial duties with one person in both roles.
- 11.4 (now 10.4) – What is the board conflict of interest policy? Since it is referred to here and is a critical part of the bylaws, it should be included after the bylaws as an attachment (particularly since it also relates to the Code of Ethics).
- Article 11 (now 10) – I recommend that you add a statement that all board members will be required to read, agree to, and sign the IDCCRA Board Code of Ethics (or Board Ethical Standards or similar title) within a certain period (30 days?) of being confirmed as a board member (and possibly annually?).
- 12.1 (now 11.1) – **Since the Bylaws will be an attachment to the school's Performance Certificate, you must have PCSC approval in order for bylaws amendments to be effective.**

General Quality Indicators					
These indicators apply throughout the petition and the petitioning process.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
Timeliness	Petition and related documents are frequently submitted after deadlines.	Petition and related documents are occasionally submitted after deadlines.	Petition and related documents are submitted in accordance with timelines in statute, rule, and PCSC policy. Exceptions to this are very rare and have *advance* approval from PCSC staff.	Petitions and related documents are submitted promptly, well in advance of required deadlines.	
Thoroughness	Petition revisions fail to address many concerns and recommendations cited by SDE and PCSC staff. Petitioners attempt to rely on oral assurances in place of written revisions.	Petition revisions address most concerns and recommendations cited by SDE and PCSC staff.	Petition revisions consistently reflect petitioners' best efforts to respond thoroughly to all concerns and recommendations previously cited by SDE and PCSC staff. Revisions are made in the petition document.		Please see in-petition comments, which identify the many comments / questions from the 8-16-13 review that were not addressed.

	Some petition revisions are made without the use of legislative formatting.		All petition revisions are correctly marked using legislative formatting. Only revisions made since the last PCSC staff review marked. (Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.)		
Professionalism	Petition contains many typographical errors and/or formatting inconsistencies.	Petition contains a moderate, but unacceptable, number of typographical errors and/or formatting inconsistencies.	Petition contains very few typographical errors and/or formatting inconsistencies.	Petition is free of typographical errors and/or formatting inconsistencies.	
	Quality of writing is poor and requires extensive editing.	Writing requires editing for clarity, consistency, and/or grammatical errors.	Quality of writing is clear, consistent, logically organized, and free of grammatical errors.	Writing is exceptionally strong, presenting concepts in a concise, compelling, and error-free fashion.	
	Petition is poorly organized and/or contains numerous reference errors.	Petition is reasonably organized and contains few reference errors.	Petition is well-organized and references to other documents, sections, and appendices are accurate. The document includes sufficient electronic "bookmarks" for ease of navigation.		Per the previous review --- Please make sure your petition, including the sections within each Tab are ordered in alignment to this rubric (which is aligned to Administrative Rule).
	Petition contains text obviously taken from other documents and not reviewed or customized.	Petition contains sections of "boilerplate" text that have not been customized to suit the school.	Petition does not rely on text taken from other documents, except as is appropriate for replication of proven models. Any "boilerplate" sections have clearly been reviewed and customized as necessary.		

Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the petitioning process regarding any issues / changes.		
Compliance	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.		Some sections need to be re-ordered in order to align to this rubric (which aligns to rule).
	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.		

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GENERAL COMMENTS REGARDING THE PETITION

Formatting

Your formatting is generally strong. However, per the previous review, it would help if you use different formatting to clearly identify level one and two (and if necessary, three, etc.) headers within the tabs. For instance, your Special Education section has quite a few sub-sections (Parent Participation, Confidentiality, Accommodations, etc.) but the headers are nearly identical to the one that starts the Special Education section (the only difference being a 1pt font size change), so these sections are not easily identified as sub-sections. They could just as easily be the next main topic. Revising your sub-section headers throughout the document will make it more clear and readable. I recommend doing your main section headers either bolded and underlined or bolded and all caps (or similar), as that will make them more distinct from the sub-headers that follow.

Content

Your various sections of the petition provide slightly different images of the type of school you want IDCCRA to be. Your mission and vision are still very vague, as is the Educational Program overview. There are statements that you want to be a technical / occupational skills school but no details about what you mean by that. Your Instructional section (Tab 3) has info about PTE courses, but there isn't any other information in Tab 3 to make it clear that you want to be a PTE school. However, there are other tabs / sections that seem to imply that your plan is to be a virtual PTE charter school. If this is true, it should be clear in the mission, vision, and educational program sections. If I am misunderstanding your intent, you should re-read your petition and make sure that you present a clear and cohesive mission and educational program. Also, *if* this is going to be a PTE school, per the 8-16-13 review recommendations and consequent discussions, you need to provide details about how you plan to successfully implement a PTE program virtually (I recommend this go in Tab 9) and you should also outline if / how the school will complete the process to become an approved PTE school and demonstrate your collaboration with PTE department.

Please see the Notes in all sections above as well as the in-petition comments for further questions and recommendations.

Idaho Public Charter School Commission
Petition Review
Founding Board Interviews

Petitioning School	Idaho College and Career Readiness Academy
Dates of Interviews	October 1, 2013
PCSC Staff who Conducted Interviews	Alison Henken, Charter Schools Program Manager
Founding Board Members Interviewed	Kerry Wysocki, Board Chair and Treasurer
	Chris Wood, Vice Chair and Secretary
Found Board Member Not Interviewed	Orval Mauldin

PCSC staff completed interviews with two of the three founding board members of Idaho College and Career Readiness Academy (IDCCRA). In a very brief conversation with the third board member, Orval Mauldin, he indicated that he has not been very involved in the petitioning process and he intends to resign his position on the board.

The interviews focused on the members' interest in founding the school, their understanding of and involvement in developing the petition, their knowledge of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate as the school opens.

Individual discussions with the two board members revealed that they bring experience in education, business, and professional-technical programming to the board. One member is a teacher who has worked at both a virtual charter school and traditional public schools, and has taught both core subjects and professional-technical education. The second board member is the general manager of a machine shop, where he has worked for over twenty years. His duties include business operations and finance (including budgeting). During his time there, he has also been involved in the development of professional-technical education programs through CWI and public school districts. Though one board member has business finance experience, the members both communicated that they are primarily relying on K12 to bring school finance expertise. Though the board appears to be lacking in legal expertise, they have an active relationship with outside legal counsel.

The members expressed an interest in founding a virtual, professional-technical (PT) charter school in order to expand access to PT curriculum. One of the members described the process by which he developed an interest in founding a charter school (spurred, in part, by an Albertson's Foundation grant process) and was later connected to K12. The other board member's involvement began after he was approached by a K12 administrator and asked if he would be interested in getting involved. The board has worked with K12 in the development of the petition, with a K12 staff member acting as the primary writer. The board members both stated that they have been involved in high-level (broad) discussions about the petition and have reviewed the petition during the drafting process.

The consensus of the members is that charter schools provide an opportunity for families to make educational choices to meet the needs and interests of their individual children. They described the mission of IDCCRA as providing professional-technical education in a virtual environment, therefore providing access to students who may not otherwise have the opportunity to participate in PT programming. The board members both conceded that they have limited knowledge regarding the nature of the relationship between a school and its authorizer, particularly after the conclusion of the petitioning process; PCSC staff provided feedback and encouraged them to review statute.

The two IDCCRA board members with whom the PCSC staff member spoke seem to consider themselves to be the founding board, and stated that they are "currently transitioning" to a governing board by bringing on new members in anticipation / hope that the petition will be approved. Neither board member identified any significant concerns about the transition from founding to governing board. Both members communicated that they value formal board training, and they identified the following topics as important for the board to understand: virtual education, board roles and ethics, and appropriate board process (including Open Meeting laws).

When asked about potential challenges the school may face in its early years of operations, both members noted the importance of finding teachers and staff that fit the needs of the school, particularly for professional-technical instruction. Additionally, one of the board members noted that it will be important for them to develop a strong business structure and to advertise to get students involved.

SUMMARY

Strengths of the board:

- Professional-technical education (teaching and program development)
- Business experience
- Commitment to board training

Areas of concern:

- Low level of school finance knowledge (the board is depending on K12 to manage the school's finances)
- Lack of legal expertise by any board members (this issue appears to have been mitigated by the board's regular consultation with legal counsel)
- Small board, with only two active members as of 10-1-2013 (the board members communicated that additional board members will be confirmed at their next meeting)

Idaho College and Career Readiness Academy

School Opening – 2014

Submitted to the Idaho Public Charter School Commission on ~~July 24th, 2013~~ September 10th, 2013 (received by PCSC staff on 9-12-13)

Attendance Area: Statewide

Physical Location: Meridian, Idaho

IDCCRA Authorized Representative:
Monti Pittman
6200 N. Meeker Place
Boise, ID 83713
Phone: 208-570-3416

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Tab 1

Vision, Mission, Legal Status

Vision

Through the collaboration of parents, teachers, and staff, IDCCRA seeks ~~To~~ to inspire every student to succeed in their academic and occupational pursuits. Graduates will obtain the skills and confidence needed for a successful, lifelong career.

This is still very broad. What is your vision for the school (overarching model / method) and its students? What does a successful, lifelong career look like? What skills do you want to help them obtain?

Mission

IDCCRA seeks ~~To~~ to provide students the opportunity to obtain academic and career skills needed to be successful in post-secondary and career endeavors. Upon successful completion of the program, students will have acquired the requisite occupational skills and work ethic required by employers to be successful in the Idaho job market. Students will have also acquired the academic and occupational skills to successfully participate and graduate from technical post-secondary programs.

Though your mission is improved in some ways, it still does not provide a clear picture of the type of school this will be. Your board and administration should be able to use the mission as a litmus test for possible activities (now and in the future). If a new idea is brought to IDCCRA (by a stakeholder, etc.), the board should be able to consider whether the activity is appropriate for the school based on whether it aligns to the mission. If the mission is too broad or unclear, that cannot be done.

Through concise language, your mission should allow the reader to understand the following:

- what type of school this is (virtual, professional-technical)
- the most important, unique aspects of your school's approach to teaching / learning
- the type of students you want to produce (what types of knowledge & skills they will obtain, etc.)

Executive Summary

One of the most fundamental obligations of any society is to prepare its students and young adults to lead productive and prosperous lives. Within the U.S. economy, however, there is growing evidence of a "skills gap" in which many young adults lack the skills and work ethic needed for many jobs that pay a middle-class wage. Economic reports estimate that about half of the jobs that will be available in the coming years will be technical in nature. Most of these skills can be obtained with advance technical courses in high school or two year degrees from technical colleges. In a presentation to the Idaho Legislature, Ron Nilson, owner of Ground Force Manufacturing in Post Falls, stated that in his company, a student with a high school diploma and the requisite technical experience can start out at $13.75 per hour with benefits.

Can you provide a reference to the research you refer to in the first paragraph? I recommend using numerical, endnote-style citations and then providing References list at the end of the narrative (see Syringa Mountain School petition for a good example of this approach).

The first sentence of the second paragraph is difficult to read / understand. You are going to provide technical job skills that are currently available in Idaho industries? Do you mean currently needed / lacking? What kind of job skills?

The IDCCRA board intends to create a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently available in Idaho industries. It was decided on a virtual school because there are skill shortages, and students in need of those skills, statewide. Many of the educational districts in the major population centers of Idaho have already created Brick and Mortar Professional-Technical Schools. These schools provide young people in those geographic locations with unparalleled access to occupational skills. The gap, however, is being able to provide these opportunities to the academically at risk, underserved, or geographically dispersed student in Idaho that do not have access to those opportunities.

Idaho College and Career Readiness Academy (IDCCRA) will be a quality virtual charter school that uses technology to connect high school students, parents, and teachers throughout the state of Idaho, in a 21st century learning community focused on results. The IDCCRA team of hard working, highly qualified staff, in partnership with parents, will strive for student mastery of a rigorous, research-based curriculum aligned to Idaho academic standards. Delivered on and offline, this unique program will put public school accountability, teacher competence, and meaningful parent/adult involvement at the center of student learning. IDCCRA will provide a high-quality, innovative, and effective individualized virtual charter school education to students who, for a variety of reasons, choose to be, or must be, educated in a virtual school setting.

IDCCRA will offer students a comprehensive high school program that will include occupational opportunities for students. Professional-Technical Education (PTE) course offerings will allow students to explore and focus on occupations of interest. These programs will have the capacity to enrich a student's educational experience while maximizing their ability to be successful within the community and work force. Successful completion of these courses will:

- Provide students the foundation to be successful in pursuing post-secondary occupational certifications
- Provide the career and technical skills required to be marketable in Idaho business and Industry
- Provide work skills required to be successful on the job.

To guide students towards academic success, IDCCRA will call for all students to attend an enrollment meeting that will include the creation of an Individualized Learning Plan (ILP). Through the ILP, students will create a path towards graduation and post secondary school or career options in conjunction with the counseling department.

Legal Status – *Idaho Code 33-5204(1)*

Idaho College and Career Readiness Academy has incorporated as a nonprofit corporation.

- See Appendix 1 for Articles of Incorporation.
- See Appendix 2 for Bylaws.

Tab 2

Proposed Operations

Location and Specific Attendance Area – *Idaho Code 33-5205(3)(j)*

~~IDCCRA plans to lease and renovate an existing site in the Treasure Valley area for the school's administrative offices. The IDCCRA Board of Directors is working with a real estate broker familiar with commercial properties that may be suitable for the charter school's offices.~~

The attendance boundaries will be restricted to students residing in the State of Idaho. Students from all areas of Idaho may enroll into IDCCRA.

The projected enrollment for fall 2014 will be 200 students from around Idaho in grades 9 – 12. There is no specific distribution target anticipated between grades 9, 10, 11, and 12. Based on the model we are proposing, students from any high school grade can start at IDCCRA and be successful.

So far, outreach activities articulated in Appendix 13 have been deployed. As a result of face to face and virtual presentations, 20 families have responded with an interest in attending IDCCRA. IDCCRA will continue to expand its list of interested families. Once the Charter is approved, we will activate the strategies outlined in the marketing plan in Tab 8, and fully anticipate enrolling between 200 and 250 students for the fall 2014 semester.

Proposed Operation and Potential Effects of the School – *Idaho Code 33-5205(5)*

Proposed Operations

IDCCRA is an Idaho non-profit organization. IDCCRA will be a statewide school with the administrative offices located in Meridian Idaho. The anticipated student enrollment is 200 students with a demographic representative of the students around the state.

The proposed operations section should include more information than this --- think of it as a summary of the other operational sections in the charter (administrative services in this tab and the sections in tab 5, 8, and 9). You should provide an overview of the operational set up (the different entities, etc) and then refer to where more information can be found.

Potential Effects

We are aware that opening IDCCRA will have an impact on districts statewide, but this impact will be minimal. According to the Idaho State Department of Education (SDE) 2012-2013 Enrollment Summary, there were 83,611 students in the 9th – 12th grade in Idaho. The proposed enrollment for IDCCRA is 200 students in the first year which would result in a .24% reduction in school districts around Idaho. With the potential for home school student attendance, or students that have dropped out choosing to return to school, the potential impact could even be lower than one quarter percent. See Appendix 18 for a copy of the SDE FY2013 Enrollment Summary.

What about the impact on other virtual schools? If you review the enrollment data more closely, you are likely to see that virtual enrollment (overall) has been similar for the past 2-3 school years. So while some virtual schools are growing and others are getting smaller, there seems to be significant portability of students between Idaho's virtual schools. Have you considered this impact and how you may prevent / address it?

Facilities

~~As mentioned above,~~ IDCCRA plans to lease and if necessary, renovate an existing office space in the Treasure Valley area for the school's administrative offices. IDCCRA has received

authorization to sublease space from Idaho Virtual Academy (IDVA) in the El Dorado Business Campus in Meridian Idaho. The address is 1695 S. Eagle Road, Suite 150. The proposed cost for Year 1 operations is $60,000. The proposed facilities provide the space necessary. The current project coordinator occupies an office at this location and extra offices are available if needed. Building Certificate of Occupancy and Fire Inspection reports are included in Appendix 10 to demonstrate safety of building option. IDCCRA will ensure that all facilities are in compliance with requisite codes, and health and safety laws.

Additional facility options include:

- The Grenada Square Building – 2264 S. Bonito Way, Meridian. Up to 12,000 Sq. Ft. available to be built out to specification. Estimate in the Facilities Detail form in the Appendix is for 3000 Sq. Ft.
- The Jewel Building – 7447 W. Emerald Street, Boise. Up to 8,000 Sq. Ft. available to be built out to specification. Estimate in the Facilities Detail form in the Appendix is for 3000 Sq. Ft.

See Appendix 10 for specific facilities options.

Administrative Services

Per the K12 Inc. Services Agreement – 'Section 3.2. Oversight of KI2. The Board shall be responsible for monitoring K12's performance under, and in compliance with, the terms of this Agreement in accordance with Applicable Law. Accordingly, the Board shall be responsible for overseeing the School's quality, operational and financial performance and for working with the Charter Authorizer as required. K12 shall reasonably cooperate with such monitoring and oversight." (Appendix 6) The IDCCRA Board will evaluate the services provided by K12 annually utilizing the Service Provider Evaluation Tool found in Appendix 6.

Why did you add this statement (above) here? It belongs in Tab 9 / 10, which are supposed to include information about how the board will maintain oversight capacities.

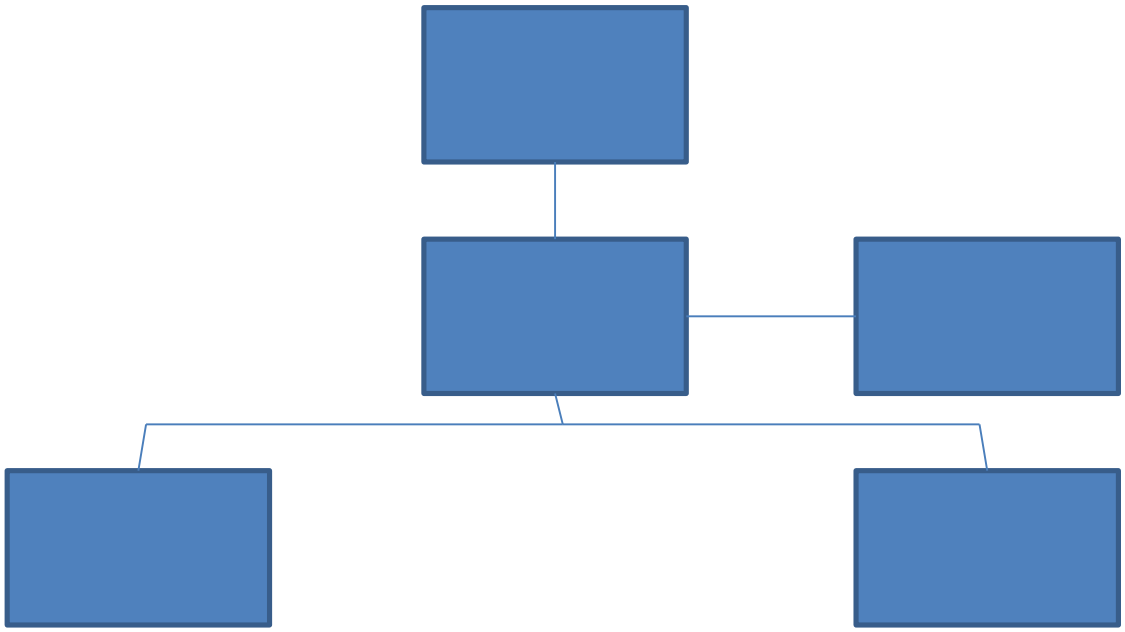
Under the supervision of the IDCCRA Board of Directors, per the K12 Inc. services agreement (Appendix 6), the principal day-to-day management of all academic, operation, and management issues will be assigned to the Head of School ("HOS") who will be assisted by administrative staff. The Head of School will be responsible for IDCCRA operations, will oversee the staff that will manage the school, and will handle the academic and supervisory issues. The Head of School will be an experienced leader with demonstrated expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The Head of School will supervise an administrative staff that will be structured based on the school's education program and projected enrollment.

The HOS will make the hiring decisions with the final approval of the board. The remaining employees; Operations Manager, Teachers, Counselors, Registrar, and Administrative assistant will all be Board employees.

The Business Management, HR, Special Education Supervision, and Technology Services will be provided by K12.

Additional narrative on roles and responsibilities is covered in Tab 5.

An organizational chart indicating the employment and supervisory relationship follows:



Civil Liability Insurance

IDCCRA is organized and managed under the Idaho Non-Profit Corporation Act. We agree to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts. We will follow all rules and regulations regarding Idaho code 33-5204 (4)

IDCCRA will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors and officers" liability in the annual budget. Errors and omissions insurance shall be secured as well.

IDCCRA is working with an insurance broker to secure property and liability insurance and has received preliminary information and pricing. Please see Appendix 6 for a brochure and pricing sheet.

The authorized chartering entity has no liability for the acts or omissions of IDCCRA or the corporation.

Tab 3

Educational Program and School Goals

An "Educated Person" in the 21st century – *Idaho Code 33-5205(3)(a)*

IDCCRA's intent is to provide students the opportunity to obtain academic and career skills needed to be successful in post-secondary and career endeavors. The skill requirements for today's workforce have changed. As many as half of the forecasted jobs in Idaho do not require a 4-year college degree; rather, they require technical skills as much as they require academic skills. Students need an opportunity to be immersed in a quality education that is not only effective in teaching academic skills, but that teaches the work skills that a student will need to take advantage of the occupations that are going to be available in the job market. Students will gain the academic knowledge and Career-Technical skills necessary to be eligible for post-secondary success and/or ~~gain the career skills~~ necessary to be a contributing citizen of Idaho. Students exposure to an occupational way of thinking will begin preparing them to be ready to enter today's workforce. Further, IDCCRA utilizes technology to deliver the curriculum to students, providing students with an opportunity to gain necessary technical skills for the 21st century.

Though you have added some more information here, the specific skills and level of proficiency you believe a student needs is still unclear. Get more specific – what academic skills? what career skills? what technical skills? You have given categories, but depending on someone's philosophical viewpoint and background, they could define these differently. The petition needs to be clear about the educational philosophy that the founders want to instill into the school, both so the PCSC can make an informed decision, and because the petition, if approved, becomes the charter – the guiding document for the school. You should make sure that you give enough detail and depth that future board members and administrators can understand the educational philosophy behind the program.

When Learning Best Occurs – *Idaho Code 33-5205(3)(a)*

Learning occurs best in a variety of settings depending on the individual needs of the student. IDCCRA provides flexibility for individual learners to help create a learning environment that suits him/her best. Additionally, the curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors and advocates;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;

10. A positive and productive learning environment is provided; and

11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives consistent with IDCCRA's educational philosophy, mission statement, objectives, and goals.

Educational Program – *Idaho Code 33-1612*

One of the most fundamental obligations of any society is to prepare its students and young adults to lead productive and prosperous lives. Within the U.S. economy, however, there is growing evidence of a "skills gap" in which many young adults lack the skills and work ethic needed for many jobs that pay a middle-class wage.

Type 'Technical Skill Shortage in Idaho' and a quick Google search returns several hits on the technical skills gap in Idaho. A recent article published on Newsusa.com and re-distributed in the Idaho State Journal and the Idaho Press Tribune speaks to the issue:

> (NewsUSA.com) - Most Americans know the U.S. job market is improving. They may not realize, however, that there is a critical need for skilled tradesmen. America doesn't have a jobs shortage. America has a skills shortage.
>
> For the fourth year in a row, the workforce solutions company ManpowerGroup reports that skilled trades remain the most difficult jobs to fill in the U.S. According to the employers who participated in Manpower's Talent Shortage Survey, the primary reason companies are unable to fill open positions is a lack of technical and trades skills. Yet the demand for skilled trade positions continues to grow.

A recent J. A. and Kathryn Albertson report speaks to The Georgetown Center projection that of an upcoming 14 million job openings, nearly half will go to workers with associate's degrees or occupational certification. While many of these occupations may not be as prestigious as those filled by B.A. holders, they pay a significant premium over many jobs open to those with just a high school diploma, and more surprisingly, they pay more than many of the jobs that will be held by those with bachelor's degrees. It is anticipated that if high school career focused pathways were linked to community college and four-year career majors, more students would finish high school and to on to college for a technical certification.

Please provide citations / references for your research. Are the statements in the paragraph above summarizing the Albertson foundation report?

An article in the Idaho Reporter.com speaks to a presentation made to the House and Senate education committees by Ron Nilson, owner of Ground Force Manufacturing in Post Falls and Doug Sayer, president of Premier Technologies in Pocatello. They teamed up to speak to the need to develop professional-technical education programs in Idaho schools. They asked lawmakers to integrate professional-technical skills at every level of education to develop a more educated and capable workforce. Sayer went so far as to say "Production and manufacturing companies are facing an "Armageddon" situation if the state doesn't work to correct imbalances in the workforce."

Nilson stated that skill heavy occupational positions are not dead end jobs. He went on to say that in his company, a student with a high school diploma and the requisite technical experience can start out at $13.75 per hour with benefits. He said that he doesn't need four 4 year degrees as much as he needs a worker with a state-certified skill set and good work habits.

The vision of the IDCCRA board is to help fill this gap by creating a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently available in Idaho industries. Tab 9 speaks to the rational for a virtual school.

Your introduction provides some insight into the reasons/justification for providing a school focused on occupational / technical skills. However, this section still lacks clarity around the program you plan to provide. How will you provide occupational / technical skills? Per the previous review, you need to identify the essential elements of the educational program --- the key activities / approaches that when considered together, make up IDCCRA's unique educational program. Overall your educational program section still lacks depth in regards to the program you'll provide. You may want to consider reorganizing your Educational Program section by adding sub-sections for each of the essential elements of your program.

In the paragraph below, you mention "learner goals" that will be assessed. Per the previous review, will the use of learner goals an essential teaching strategy?

The following questions presented in the 8-16-13 review were not addressed:

> What does IDCCRA mean by "learner goals"? How will these be established and by whom (the teacher, student, both)? How does this tie into your overall educational program? If it is a critical / significant component, why do you see it as important (and is there research to back that up)?

In all program areas and at all levels, IDCCRA will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. IDCCRA will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. ~~This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish IDCCRA's goal for all students to meet, at a minimum, the standards established by the state.~~

IDCCRA's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others.

The following comment from the 8-16-13 review was not addressed:

This says the Board "will establish a school philosophy". We are looking for the petitioning group to establish the school's mission, vision, and educational program, including the educational philosophy. Again, what will this school be about? You mention a character education plan – what will that be? Can you describe it and/or provide it in the appendices (with a reference)? How will does it tie in with the rest of your educational program?

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be evident.

The following comment from the 8-16-13 review was not addressed:

The last sentence in the paragraph above this comment (which is essentially the mission of the Harbor schools, and therefore, may be protected language) does not seem to fit well with the other paragraphs above it. First, it's says "Once again" but this idea has not been mentioned previously. How does your other content (above this last paragraph) address the need for physical and emotional safety? How does that connect to your vision, mission, and educational model? What kind of highly challenging, accelerated content are you planning to implement?

Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team, and they will ensure that state standards are met. All curriculum used at IDCCRA will be aligned to the Idaho State Standards (IDSS) and the Common Core State Standards (CCSS) where applicable. This will include special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It will also include special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

The following comments from the 8-16-13 review have not been addressed:

[About the first sentence of your Core of Instruction section]: What do you mean by the first sentence? How? Why?

[About the second sentence of your Core of Instruction section]: Again, you have said that the instructional organization "will be determined". The role of the founding board / petitioning group is to create a petition that will provide a roadmap for the governing board and Administrator. The petition needs to provide a clear direction for them by having a well-thought-out vision, mission, and educational program, including the instructional structure. So you should outline that here. You say in the Executive Summary (Tab 1) that you will deliver content online and offline. How much will be offline? Under what circumstances and for which kinds of students?

~~With that in mind, the curriculum choice was important.~~ IDCCRA intends to offer students a comprehensive high school program that will include academic and occupational classes~~. for~~

~~students.~~ It was important to the Board to ensure that its curriculum choice was capable of engaging students of all levels. With the complexity of providing courses in a virtual environment, IDCCRA made the decision to go with K12 Inc. as its curriculum provider.

K12 Inc is a leading provider of individualized education solutions for students, and provides a proven depth of understanding that will enhance the student experience. The curriculum can be readily adapted based on student need. The delivery system is able to monitor and report student performance allowing for identification of student's progress toward achieving learner goals and program area performance standards. Additional information on the thoroughness of the K12 curriculum can be found in Tab 9.

Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education. All teachers will be certified to teach their assigned courses pursuant to Idaho Code.

The teacher will work with the multiple learning styles of their student by using interactive and multi-media content. The teacher will utilize synchronous and asynchronous tools to interact with the students. Blackboard Connect, a fully-hosted and secure learning platform, will be used in the synchronous classroom environment. The teacher will deliver assignments, projects and assessments that are aligned with Idaho standards. If a student qualifies for special education services, the special education teacher will also be part of the process. Teachers will be able to provide lessons that are digitally recorded for students to refer back to. Teachers will use observational data, such as traditional grading mechanism and tracking data via email and logins. Assignments have the potential to be automatically graded and recorded, or teacher graded.

The following comments from the 8-16-13 review were not addressed:

> In what ways will teaching methods differ when instruction is happening in-person vs. virtually? How will it vary with the different types of technology you are incorporating? (If you have outlined this more completely in Tab 9, feel free to refer to it as needed in this section or Tab).

The use of data to evaluate student progress ~~could prompt~~ would illuminate the need for additional help, where necessary, that could include in-class remediation, tutoring, or evaluation for special education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests
- Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual
- Student's classroom performance.

Teachers will receive training on the learning management system and the curriculum prior to the beginning of school, and will receive in-service opportunities throughout the year. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high. See Tab 9 for additional information on teacher training.

The following comment from the 8-16-13 review was not addressed:

> What research can you reference to show that these techniques (highlighted above) are proven? (To cite research, you can provide numerical footnote or endnote references and then give a citations list later.)

Parents will benefit by having the ability to login and follow the student's progress on grades, assignments, and upcoming tests, making them a vital part of the student's education.

The following comment from the 8-16-13 review was not addressed:

> How active will parents be expected to be? Will they be expected to act as a coach to the student? If so, how will you help parents understand and succeed in that role, particularly if they lack the appropriate background or knowledge to be naturally strong at it? What impact might it have on the student if a parent isn't involved? How will you mitigate negative impacts of a parent's non-involvement?

Instruction Courses

The first sentence of this paragraph (below) is more clear than anything else I've read about your school / educational program. Perhaps some of this language should be incorporated into your mission?

The intent of IDCCRA is to develop a school that offers students the opportunity to learn occupational skills, ultimately providing students a pathway to work, or to a technical college program, upon graduation. The IDCCRA program will offer students 4 years of occupational training in an industry strand of their choice: manufacturing, web design, business, or health.

It feels like this section may be getting at one of the essential / key elements of your educational program (the four industry strands). I think you should introduce this concept and the stands in the Educational Program section rather than here. When you do, please provide more information about the industry strands. What types of courses will they include? Will there be other activities related to their chosen strand (job shadowing?), and if so, how will that be facilitated? How will you deal with the need to address state standards in the primary academic subjects while also ensuring students can dig into these other courses?

It seems like this "Instruction Course" section is intended to outline some of the specific courses you plan to provide. However, this may be more easily addressed by providing a curriculum framework as an appendix and then referring to it in the educational program (where appropriate).

All students will participate in a common core of instruction that will fulfill the goals and curriculum of the Idaho State Standards (IDSS) and CCSS for English, math, science, and social studies:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;

2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;

3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and

4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

The following comment from the 8-16-13 review was not addressed:

> The statement below seems to imply that Professional Technical / Occupational curriculum is a core aspect of your program, since you intend to require students to participate in occupational courses every year. If this is an essential element of your educational program, you should describe it in the introduction / overview at the beginning of the tab [Educational Program section]. Why is this an essential element? What makes you believe that it is important for students to do this? How will it benefit them? Any research to back up your decision to do this?

In addition to core courses, in a student's first year at IDCCRA, they will be required to take a 9 week exploratory course in each of the occupational strands: manufacturing, web design, business, and health. This will not only provide students with a basic understanding of each occupation, but will also provide the foundational skills required in each strand to move to the second year of study in their chosen industry of interest. In the second, third, and fourth year at IDCCRA, the student will take one class in their occupational program of choice each semester. This will allow the student to develop their skills in that particular occupational program, ultimately providing the students the foundation to be successful in pursuing two year post-secondary or occupational certifications. IDCCRA occupational strands will be in compliance with the associated Idaho Division of Professional-Technical Education Career Cluster Models.

It appears (per the final sentence of the paragraph above), that you plan to be a PTE school – that, in fact, PTE may be THE core / unifying model that the other elements of your program need to fit with / under. Is that correct? In previous discussions, I communicated that if this was your intention, it should be clear in your mission, vision, and educational program, and your petition should include a clear description of the process and timeline you intend to take to approved as a PTE school by the Division of Professional-Technical Education (I recommend a commitment to the process be mentioned in the Executive Summary and provide a described in detail elsewhere). Your Executive Summary, vision, mission, and educational program are still not clear in regards to this aspect of your program --- if you intend to be a PTE school, that should be clearly stated.

Students will also be required to participate in occupational courses every year while enrolled at IDCCRA:

1. The freshman introduction course will expose students to major concepts encountered in occupational programs;

2. The sophomore foundations course will focus on developing knowledge of research and design, problem solving, and creating solutions to various challenges;

3. The junior focus course will allow students to focus their studies on a specific area of occupational interest;

4. The senior capstone course further develops the student's exposure to their chosen area of occupational interest by providing the opportunity to create solutions to problems that they may encounter in industry. It is the intent of IDCCRA to develop internships for the students in their geographic location in the last semester.

P-Tech Sample Program of Study

Sample Freshman Schedule		**Sample Sophomore Schedule**	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
English 1A	English 1B	English 2A	English 2B
Alg A	Alg B	Geometry A	Geometry B
Speech	Health	Physical Science A	Physical Science B
Earth Science A	Earth Science B	History A	History B
PTE Intro Course	PTE Intro Course	PTE Foundations	PTE Foundations
Elective	Elective	Elective	Elective

Sample Junior Schedule		**Sample Senior Schedule**	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
English 3A	English 3B	English 4A	English 4B
Econ		Govt A	Govt B
Humanities	Humanities	Math	Math
Biology A	Biology B	Sr Project	
PTE Focus Course	PTE Focus Course	Capstone Course	Capstone Course
Elective	Elective	Elective	Elective

IDCCRA assures that it will adopt current State Graduation Requirements.

State Graduations Requirements (IDAPA 08.02.03 105, 106, 107), Grading Procedures, and Alternative Credit Options are outlined in the draft Student/Parent Handbook in the Appendix 15.

Goals

The goals below provide an overarching outcome of the educational program along with general strategies for accomplishing the specific goals. Numeric outcomes associated with successful accomplishment of the strategies are covered in Tab 4 in the MSES Goals section.

The highlighted statements above do not match the goals that you have provided below. There are three issues here:

a) The goals you present below are not overarching, and instead, include specific numeric targets (even though you state that those won't come until Tab 4). These goals don't need to have numeric targets. Rather, we're looking for the bigger picture goals in this section. Here is an example of a non-numeric goal and strategies to reach it --- IDCCRA students will be proficient in the core subjects of reading, language arts, and math. Strategies to reach this goal: IDCCRA will provide online instruction in the core subjects. Interim benchmark data towards proficiency will be reviewed and students who do not

seem to be making the academic growth necessary to reach proficiency will be provided with additional academic support services.

b) We want to see goals that are specific to the mission, vision, and educational program of IDCCRA. Currently, you are presenting goals that are generic / appropriate to expect of every school. Proficiency is expected of all ID schools, so while that can be one of your goals, we're more concerned with you identifying goals that connect to YOUR educational program. You mention students developing occupational and technical skills in other places, so what is your goal related to that? What skills and knowledge do you want an IDCCRA student to leave with that would be unique to your school (that is, we wouldn't expect a student at a traditional school to have them)?

1. Develop and a viable academic achievement program by achieving a three star rating on the state rating system:
    a. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Reading component
    b. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Math component
    c. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Math component

2. Maintain a consistently high rate of stakeholder satisfaction:
    a. Within two years of the school's commencement, IDCCRA will maintain a retention rate of 65% or higher from semester to semester
    b. Within two years of the school's commencement, IDCCRA will maintain a retention rate of 65% or higher from year to year
    c. Of the IDCCRA parents responding to an annual parent survey, on a 1-5 scale, IDCCRA will maintain a score of 3.50 (1=Unsatisfied 3=Neutral 5=Very Satisfied)

The goals in the Thoroughness Standards will also be monitored to ensure that IDCCRA is accomplishing those goals as required.

Thoroughness Standards – *Idaho Code 33-1612*

The Idaho College and Career Readiness Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

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

Goal: Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect. Each student has the right to an educational experience in a safe and secure learning setting.

Objectives - IDCCRA Will:
1. Provide safe and secure facilities as a result of adhering to adopted safety policies as required by city, county, state and federal health, accessibility, fire and building codes.
2. Develop, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and the use or sale of alcohol or drugs.

3. Foster an environment that encourages parents to participate in their student's education, to include school activities.
4. Create guidelines for physical safety. These will include but are not limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parent's rights, and staff monitoring responsibilities.

Standard B - Educators are empowered to maintain classroom discipline.

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

Objectives - IDCCRA Will:

1. Develop a student handbook that will provide a code of conduct that includes clear expectations, and consequences for unacceptable behavior.
2. Implement a school wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain rules to be used consistently throughout the learning environment.

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

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

Objectives - IDCCRA Will:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard D - The skills necessary to communicate effectively are taught.

Goal: A range of effective verbal and nonverbal communication skills are taught.

Objectives - IDCCRA Will:

1. Emphasize career-specific communication skills through writing, speaking and electronic media in a meaningful language arts experience.
2. Utilize computers and other devices as the primary mode of school-wide communication and emphasize career-specific electronic communication.
3. Provide instruction in a foreign language as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

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

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

Objectives - IDCCRA Will:

1. Use the Idaho State Department of Education's academic standards (IDSS) as a starting point, enhanced by the Common Core (CCSS) and additional challenging curriculum.
2. Promote personalized learning goals for each student to identify a student's occupational interest and desire, further directing the student in an occupational path of interest.
3. Emphasize occupational professional-technical programs.
4. Offer a comprehensive health curriculum as required by the state.

Standard F - The skills necessary for the student to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, technological equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. Vocational education opportunities will be available and required by all students.

Objectives - IDCCRA Will:

1. Provide a strong foundation in reading, writing, problem-solving, math, science, history, literature, and computational skills.
2. Provide a technology rich environment, encouraging the effective use of technology as a tool in a 21st century workplace.
3. Enable students to develop intellectual habits important to society: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.
4. Provide a strong foundation in the social competencies required for a student to enter the job market and retain successful employment.

Standard G - The students are introduced to current technology.

Goal: Provide students with technological skills by using learning tools such as computers and a wide variety of learning networks linked to local and nationwide resources. Students will learn how to access current technology and apply that learning in a variety of situations.

Objectives - IDCCRA Will:

1. Provide a strong foundation in technological skills by using a virtual format to deliver education.
2. Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace for accomplishing activities such as research, computation, and communication.
3. Students leaving IDCCRA will be proficient in the use of a variety of technologies used in a contemporary workplace.
4. Professional development and support for the staff will be provided on a continual basis.

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

Goal: Provide students with the skills and intellectual foundation to become responsible citizens in our society.

Objectives - IDCCRA Will:

1. Enable students to understand what it means to be a responsible citizen in their home, school, and community by using the Idaho Standards standard embedded in Civics, Government, History and Economics.
2. Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

IDCCRA will use Data Driven Decision Making to evaluate data and to determine the effectiveness of the school and its programs. Data collected and used may include, but is not limited to ISEE data, electronic grade book data, student passing percentages, graduation rate, teacher feedback, surveys, course evaluations, referrals, discipline records and student withdrawals. Components of the data will be monitored daily/weekly/monthly by faculty and staff, and reports will be made to the board at regular board meetings. Evaluation of the data will be used to guide decisions to improve the school.

Special Education Services – *Idaho Code 33-5205(3)(r)*

IDCCRA welcomes the opportunity to serve students with disabilities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society. IDCCRA will not deny enrollment to a student with a disability solely because of that student's need for special or related services.

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate public education will be provided to students with disabilities in accordance with their Individualized Education Program (IEPs).

IDCCRA will adopt and comply with the most up-to-date version of the "Idaho Special Education Manual." The "Idaho Special Education Manual" will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

IDCCRA will work to accommodate students with all disabilities who are using the K^{12} web-based courses in a distance learning setting. IDCCRA will offer appropriate accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. Further, K^{12}'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various

disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Child Find

As outlined in the most currently adopted "Idaho Special Education Manual, IDCCRA will establish and implement a Child Find system. The IDCCRA enrollment application, a conference call with a K^{12} placement counselor, and conference calls with a IDCCRA general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by IDCCRA's special education director will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. IDCCRA's general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since IDCCRA will be enrolling students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

IDCCRA will implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

IDCCRA will ensure that staff and school's constituents are informed of the availability of special education services.

Special Education Services and Support

All identified students with a disability will have an IDCCRA IEP meeting/review upon enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Idaho Performance Standards (Common Core). Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, IDCCRA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a properly credentialed highly qualified special education teacher supervised by a special education coordinator/director designate. IDCCRA will provide a full continuum of settings and services as described by the Idaho Special Education Manual (Chapter 6, Section 2). In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to

meet those needs. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contractual arrangements with the student's district of residence or a private agency/provider.

IDCCRA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by IDCCRA and as determined by the IEP team. The IDCCRA special education teacher will support students with disabilities and provide specially designed instruction through synchronous specially designed instruction using curriculum that is scientifically research based and asynchronous contact which may include phone conferencing, email, and direct, specially designed instruction, via "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

IDCCRA will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at anytime, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. The only possible exception to this would be related services at a contractor's office.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by highly qualified general education and special education teachers; file review and monitoring of timelines by the special education director.

Based on K^{12}'s experience serving special needs students in 32 statewide programs across the United States, IDCCRA projects that the school will provide special education services across all disability categories as defined by the Idaho Special Education Manual (Chapter 4 Section 7).

IDCCRA believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools.

Special education teachers will be included in all aspects of the professional development. In order for teachers to develop effective IEPs with appropriate content, instructional modifications, and measurable goals, teachers of students with special needs must be very knowledgeable about the content the special needs students are studying. In some cases, assessments will also need to be modified to meet the terms of a student's IEP. Cases like these demand that special education, and regular education teachers are familiar with the scope and sequence of

the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

Parent Participation
IDCCRA understands the importance of parent participation in their child's education. IDCCRA will make every effort to facilitate open lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records related to the student's education and the school's identification, evaluation and/or placement decision.

Confidentiality
IDCCRA will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all types of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). IDCCRA will adhere to the guidelines set forth in the currently adopted copy of the "Idaho Special Education Manual."

Accommodations
In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve Idaho Performance Standards. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
Use interactive groupings of students in structured and purposeful settings. Draw on student background and knowledge. Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.	Use multiple forms of assessment such as performance-based assessments. Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions.

Use graphic organizers to model organization skills and to engage students in the process. Use manipulatives and connect learning experiences to real life. Use community experts as resources and as models. Minimize interruptions and distractions during time-on-task. Check often for understanding among students. Teach students' organizational and study skills. Ensure access to resources in the languages, reading levels, and interests of the students.	Integrate technology into a variety of assessment settings. Remind students to use self-monitoring strategies and clarify directions. Ensure that language and academic skills are assessed appropriately. Take dictation for students; allow for tape and/or video recordings. Use multiple measures of assessment to access language and academic skills of two language learners. Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.

Related Services
Special services required in a student's IEP (as listed below) will either be provided by the licensed therapist or individual employed by IDCCRA or contracted by IDCCRA, ensuring the appropriate licensure and background checks are completed. Therapy may be delivered virtually in the home, face-to-face, the parent may provide transportation, and/or the IDCCRA may provide transportation to a contracted therapy agency within a reasonable distance of their home. Other related services may be provided, including but not limited to:

- Mobility training
- Adaptive therapy
- Assistive technology
- Counseling services
- Psychological services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf of hard of hearing
- Behavioral Intervention/Supports
- Extended School Year

Evaluation
When screening (Child Find) indicates that a student may be eligible for special education services, IDCCRA will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. As outlined in the most currently adopted "Idaho Special Education Manual," Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA. The evaluation will be completed by a multidisciplinary team which includes an administrator, a special education teacher, a general education teacher, and other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Special Education Director at IDCCRA. IDCCRA uses a three tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, IDCCRA must provide them with information about where an independent evaluation may be obtained.

Grading Procedures for Special Education Students
Students on an IEP will receive grades according to criteria set forth in Chapter 7 of the "Idaho Special Education Manual" or in the most currently adopted manual.

Discipline
In every way possible students who qualify for special education at IDCCRA will be included in all procedures and protocols as specified for all other students at IDCCRA when deemed appropriate. IDCCRA will adhere fully to IDEA and the most current copy of the "Idaho Special Education Manual" in regards to discipline, and will implement proactive Positive Behavioral Intervention and Supports (PBIS) when deemed necessary by the IEP team. . IDCCRA will conduct a Manifest Determination in those instances where required by IDEA.

Start-up Guidelines
All public schools must provide services as defined by IDEA 2004 and the Americans with Disabilities Act. Both federal statutes provide national requirements regarding services for and rights of the disabled. Each state must meet minimum federal regulation requirements but may choose to exceed them. It is vital that each school becomes familiar with the federal and state regulations to serve the special education population. The guidelines are adapted based on state requirements. This section serves as an outline.

Subtopic	Recommendations
Child find	• Query parents using approved online child find questions in Enrollment Placement Register (EPR) • Post child find letter in school handbook • Send child find letter with initial head-of-school mailing, if applicable • Post non discriminatory information on school website • Post child find information on school website • Track positive responses to child find and refer to the appropriate school personnel
Receipt of previous	• Request previous records using parent release of

records	records • Mail certified letter to previous school to obtain records • Visit school if records not received • Contact state agency if records not received • Track and validate all attempts to receive records to state agency
Parent communication during enrollment	• Educate parents on school-offered services • Track all communication with parent, PAL, and/or school staff
Special education software	• Contact state agency to determine state-required IEP software • Purchase web-based IEP software that allows IEP writers in other states to assist with IEP development if no state-required software • Software used will comply with "Idaho Special Education Manual" requirements for forms.
Initial IEP	• Write initial school IEP upon enrollment to indicate change of placement and services
Properly credentialed HQT Special education staffing	• Job descriptions • Training • Provide on-site support to assist with records receipts, records requests, and parent communication
Related services	• Finalize contractual arrangements with speech therapists, occupational therapists, and school psychologists prior to new school start, using school-approved contract form • Contact Director of Special Programs for support • Track related services needs of new students during enrollment • Ensure all students receive needs-related service during first week of school
Special education service delivery	• Provide weekly special education teacher contact • Provide special education services as outlined on the IEP • Drive contact by IEP goals • Record all contact in TotalView School • Submit monthly reports tracking progress toward IEP goals • Submit progress reports no less than regular school progress reporting periods using state approved forms
Professional development	• See Tab 9 for more on Professional Development
Extended school year	• Follow ID state guidelines
Transition services (high school)	• Follow ID state guidelines • Use Pathfinder to determine learning styles, career interests, etc.
Compliancy checklists (state	• Teachers self-audit files twice a year • Special education director randomly audit files once a

specific)	year using approved checklist
Teacher evaluations	• See Tab 6 for more on Teacher evaluations
State department communication	• Ensure special education director attends all relevant state agency meetings • Ensure special education director is included on all relevant state agency distribution lists
Initial evaluation for special education services	• Determine school eligibility within state-required time frame • Process all initial requests through the school's Responsiveness to Intervention (RTI) process • Ensure necessary testing is completed by school psychologist, related service provider(s), special education teacher, and other providers where applicable. • Obtain written Consent form to parents. • Provide a copy of the Procedural Safeguards to parents.
Re-evaluation for special education services	• Review records following state guidelines • Contract with school psychologist, related service provider(s), special education teacher, and other providers where applicable for additional testing as agreed upon by IEP Team • Meet within state-required time frame to determine continued eligibility
Annual IEP meetings	• IEP written within required time frame for initial and re-evaluation meetings • IEP amended when deemed necessary based on monthly and/or quarterly data
Testing accommodations	• Use tracking tool to indicate each student's location and allowable accommodations • Provide training for all proctors
Child count	• Use state reporting tool to appropriately reflect the number of students with disabilities served by each school • Ensure 100% report completion and submission at each cycle by the special education director

Section 504

Pursuant to Section 504 regulations, IDCCRA will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. IDCCRA will adhere to the currently adopted "Idaho Special Education Manual."

Gifted and Talented – *Idaho Code 33-2003*

Please note: Though this section was a requirement for your Sufficiency Review with the SDE, per statute and rule, it is not a required petition element. You are welcome to leave it in the petition if you would like, but the PCSC will not evaluate it. You are also allowed to take it out of the petition. If you pull it out, keep it on hand; if your petition is approved, you will be asked to submit a plan as a pre-opening requirement.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

For students identified as Gifted and Talented, a variety of methods for meeting their educational needs can be utilized, including acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping and differentiated instruction. IDCCRA will review all options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

Limited English Proficiency – *Idaho Code 33-1316*

Please note: Though this section was a requirement for your Sufficiency Review with the SDE, per statute and rule, it is not a required petition element. You are welcome to leave it in the petition if you would like, but the PCSC will not evaluate it. You are also allowed to take it out of the petition. If you pull it out, keep it on hand; if your petition is approved, you will be asked to submit a plan as a pre-opening requirement.

IDCCRA will first identify ENL students, students whose dominant language is not English, during the enrollment process. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

In addition to identifying students during enrollment, a home language survey, teacher observation, and student placement assessments will be completed using the Idaho ELD Placement test. A language proficiency assessment (yearly) as well as culminating data on the student's academic performance scores will become part of the components that develop his/her individual education plan.

The Idaho Language Proficiency Assessment (IELA) is a federally mandated assessment for all students served in a Limited English Proficiency (LEP) program. The IELA will be administered annually every spring to calculate growth and proficiency in the English language for each student assessed. All districts that serve LEP students are held accountable to these growth and proficiency measures on the IELA for their ENL students. Accountability is determined through Annual Measurable Achievement Objectives (AMAOs), which each district must meet. Data will be gathered and evaluated annually per federal guidelines and policies.

If ENL students are identified and qualify for ENL services, a thorough plan will be developed that will incorporate World-Class Instructional Design & Assessment Standards (WIDA) into the curriculum. The plan will include, the services of an appropriately licensed ENL or bi-lingual

teacher for the ENL identified students. The ENL teacher can provide support to the students within the distance learning school by: relating background information and experiences to the students to better grasp a concept, scaffold instruction to aid the students in comprehension, adjusting speech or content, providing project based learning experiences, necessary visuals and providing in classroom modeling of best instructional practices for the general education teachers. If a need is established, IDCCRA will consider acquiring and using third party courses to assist with English language acquisition. Exit criteria for ENL students will be consistent with Idaho and federal requirements.

Dual Enrollment - *Idaho Code Section 33-203 and 33-5205(3)(s)*

Students enrolled in the Idaho College and Career Readiness Academy will be eligible to participate in dual enrollment with other publically funded schools in Idaho as required by Idaho Code 33-203. Dual enrollment opportunities will be subject to IDCCRA and local district policies and procedures.

A “Full Time” Dual Enrollment is defined as a student attending IDCCRA more than 4 (four) hours per school day. This situation is not common, but is used if the cooperating school does not collect funding, or, if a student is taking 1 or 2 courses in a traditional home school setting. “Full Time” Dual Enrolled students will have the opportunity to accept or decline the use of a school computer and printer and will follow the same internet service provider (ISP) subsidy guidelines as fully enrolled IDCCRA students.

“Part Time” Dual Enrollment is defined as a student attending IDCCRA more than 2 ½ (two and a half) hours but less than or equal to 4 (four) hours per school day. The most common “Part Time” Dual Enrollment situation reflects 3 courses with IDCCRA and 3 courses with the cooperating school. “Part Time” Dual Enrolled students will not be provided with a computer, printer, or internet service subsidy.

Dual enrollment information and requirements will be provided to parents during enrollment through the IDCCRA Student Handbook. Students will be eligible to dually enroll half time in IDCCRA and another program if the half time Dual Enrollment is approved by the cooperating school officer. Funding for dually enrolled students will reflect the student’s participation in each public school program. Each participating school will receive one half ADA funding for dually enrolled students.

Dual enrollment is covered in greater detail in the IDCCRA draft Student/Parent Handbook in Appendix 15.

Tab 4

Measurable Standards, Accreditation, and Accountability

Measurable Student Educational Standards – *Idaho Code 33-5202(3)(b)*

IDCCRA, like all public charter schools in Idaho, is required to meet measurable student education standards approved by the chartering entity annually. The accomplishment of these standards demonstrate that students have attained the skills and knowledge specified as goals in the schools educational program.

The following measures have been identified to ensure that the standards are measured and achieved:

Overall, you should remember that your MSES should be closely related to your school's mission. Though your goals are not duplicative of the academic portion of the Performance Framework, when considered as a group, they lack any goals that reflect IDCCRA's unique mission and educational program. The first three goals all related to academic proficiency – though they consider the academic proficiency of students who are continuously enrolled, they are still very similar to data / info we will receive from annual testing results for all schools. Can you describe why one or more of these is particularly mission / IDCCRA-specific? Could you instead develop a couple goals that look at skill sets that are more closely related to your educational program? How will students demonstrate career readiness? How will they demonstrate technical skills?

Also, if you establish any MSES using standardized testing data (as in your current draft), you should not refer to the ISAT exam, since Idaho is switching to the Smarter Balanced Assessment (SBA). I recommend you state that students will meet proficiency on the "state standardized test," in case the test changes in the future.

1. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Reading component.

2. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Math component.

3. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Language Arts component.

4. Within two years of the school's commencement, IDCCRA will maintain a retention rate of 65% or higher from semester to semester.

5. Within two years of the school's commencement, IDCCRA will maintain a retention rate of 65% or higher from year to year.

6. Of the IDCCRA parents responding to an annual parent survey, on a 1-5 scale, IDCCRA will maintain a score of 75% (1=Unsatisfied 3=Neutral 5=Very Satisfied).

With the parent satisfaction goal – while parent satisfaction is good, I question whether it is ideal to include parent satisfaction as one of your key outcomes. Isn't it more important that you demonstrate strong student outcomes? I'm not confident (based on broader academic research about parent satisfaction) that happy parents always = strong school. Again, I believe it is in your best interest to focus all of your MSES on outcomes that relate closely to IDCCRA's unique mission and educational program.

~~1. Proficiency Test~~

~~After three years of continuous enrollment at IDCCRA, 85% of IDCCRA students will meet or exceed state student achievement benchmarks in Reading and Math.~~

~~2. Academic Growth~~

~~IDCCRA will generate an overall average of 3 points per content area in the Points Earned section of the Growth to Achievement table in the Star Rating System.~~

~~3. College Entrance~~

~~95% of eligible 11th and 12th graders will participate in the college placement tests. Of those, at least 75% will meet or exceed college entrance or placement benchmarks.~~

~~4. Retention~~

~~Within two years of the school's commencement, IDCCRA will maintain a year to year retention rate of 70% or higher.~~

~~5. Graduation Rate~~

~~IDCCRA will meet or exceed a graduation rate of 90% of all continuously enrolled eligible seniors.~~

~~Additional Influencing Educational Measures:~~

~~1. Parent Satisfaction~~

~~Of the IDCCRA parents responding to an annual parent survey, IDCCRA will maintain a 75% parent satisfaction or higher.~~

~~2. Professional Development~~

~~Each year 95% of IDCCRA teachers will participate in a minimum of three school-sponsored professional development activities.~~

Measuring Student Progress – *Idaho Code 33-5205(3)(c)*

The data provided to determine successful implementation of the measures will come from state tests, state measures and benchmarks, and IDCCRA internal records.

The goals in this charter petition will have been met when:

1. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Reading component.

   Students taking the State Achievement tests will be identified and scores will be evaluated to determine the percentage of students who have scored proficient or advanced on the state assessment. State AYP and ISAT reports will be used to determine the outcome.

2. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Math component

   Students taking the State Achievement tests will be identified and scores will be evaluated to determine the percentage of students who have scored proficient or advanced on the state assessment. State AYP and ISAT reports will be used to determine the outcome.

3. After two years of continuous enrollment at IDCCRA, 70% of IDCCRA students will demonstrate proficiency on the ISAT in the Language Arts component.

   Students taking the State Achievement tests will be identified and scores will be evaluated to determine the percentage of students who have scored proficient or advanced on the state assessment. State AYP and ISAT reports will be used to determine the outcome.

4. Within two years of the school's commencement, IDCCRA will maintain a retention rate of 65% or higher from semester to semester.

   The successful completion of this measure will be the result of comparing students enrolled in the current semester that stay for the upcoming semester. Reports to ISEE and the IDCCRA LMS will be used to determine the outcome.

5. Within two years of the school's commencement, IDCCRA will maintain a retention rate of 65% or higher from year to year.

   The successful completion of this measure will be the result of comparing students enrolled in the current year that stay for the upcoming year. Reports to ISEE and the IDCCRA LMS will be used to determine the outcome.

6. Of the IDCCRA parents responding to an annual parent survey, on a 1-5 scale, IDCCRA will maintain a score of 75% (1=Unsatisfied 3=Neutral 5=Very Satisfied).

   Of the IDCCRA parents responding to an annual parent survey, IDCCRA will maintain a 75% parent satisfaction or higher. Results of the surveys returned will be counted to determine the percent satisfaction. Please see sample survey in Appendix 17.

If you move forward with a parent satisfaction goal (please see comments above regarding my concerns about this), are you planning to use the response to just the overall satisfaction question for this measurement, or will you calculate an overall / index score that takes all of an individual's responses into account? The latter would be a stronger / more valid approach.

~~1. Proficiency Test~~

~~After three years of continuous enrollment at IDCCRA, 85% of IDCCRA students will meet or exceed state student achievement benchmarks in Reading and Math.~~

~~Students taking the State Achievement tests will be identified and scores will be evaluated to determine the percentage of students who have scored proficient or advanced on the state assessment. State AYP and ISAT reports will be used to determine the outcome.~~

~~2. Academic Growth~~

~~IDCCRA will generate an overall average of 3 points per content area in the Points Earned section of the Growth to Achievement table in the Star Rating System.~~

~~IDCCRA Accountability Report will be examined to determine whether the school earned an average of 3 points per content area.~~

~~3. College Entrance~~

~~95% of eligible 11th and 12th graders will participate in the college placement tests. Of those, at least 75% will meet or exceed college entrance or placement benchmarks.~~

~~Scores of eligible 11th and 12th graders participating in the college placement exams will be compared to state published college entrance benchmarks to determine if 75% of the eligible students meet or exceed college entrance or placement benchmarks. State reports will be used to determine the outcome.~~

~~4. Retention~~

~~Within two years of the school's commencement, IDCCRA will maintain a year to year retention rate of 70% or higher.~~

~~The successful completion of this measure will be the result of comparing current students returning for the next year to the total number of students at the conclusion of the current year. Reports to ISEE and the IDCCRA LMS will be used to determine the outcome.~~

~~5. Graduation Rate~~

~~IDCCRA will meet or exceed a graduation rate of 90% of all continuously enrolled eligible seniors.~~

~~Successful completion of this goal will be the result of calculating the percentage of eligible seniors that graduate in their senior year. State reports and IDCCRA data will be used to determine the outcome.~~

~~Additional Influencing Educational Measures:~~

~~1. Parent Satisfaction~~

~~Of the IDCCRA parents responding to an annual parent survey, IDCCRA will maintain a 75% parent satisfaction or higher.~~

~~A survey will be developed and delivered to all parents. The results of the surveys returned will be counted to determine the percent satisfaction.~~

~~2. Professional Development~~

~~Each year 95% of IDCCRA teachers will participate in a minimum of three school-sponsored professional development activities.~~

~~Record of all IDCCRA required training and teacher attendance will be kept and reported, and made available for review.~~

Data from a variety of sources can be used to determine the results of the outcomes. Most of the results will come from state reports, to include ISEE, SchoolNet, STAR Ratings, ISAT/AYP, and the College Board. IDCCRA will also be able to capture and present a variety of data through the student logging into and attending school utilizing the IDCCRA Learning Management System (LMS.) A Parent Satisfaction Survey will be developed and shared with the parents to determine parent satisfaction. Professional development activities will be documented.

The highlighted statement is now inaccurate, since your parent survey is included in the appendices. I recommend you just reference the survey here.

Standardized Testing – *Idaho Code 33-5202(3)(d)*

The students at the Idaho College and Career Readiness Academy will be evaluated using the same standardized tests as other Idaho public school students. The IDCCRA will give the state mandated assessments during the testing windows outlined by the Idaho State Department of Education. Students who qualify for special education services will be included in all statewide and district wide assessment.

Test sites will be setup in the major geographical locations throughout Idaho and staffed with IDCCRA teachers and administrative staff. Students will be scheduled to attend and take test at these geographic locations. IDCCRA teachers and administrative staff will travel to the more remote locations in Idaho to make state testing available for students living in those locations.

Additional assessments may be required as determined by the IDCCRA Board.

Student test results reported may include:

- Individual student progress
- Annual growth
- Grade level and school composite scores
- Comparative results between IDCCRA, and state and national averages

Annual reports will be submitted to the Authorizing Charter Entity and the Idaho State Department of Education demonstrating that IDCCRA is meeting all of the performance standards prescribed by the state and other standards still under construction. Progress toward meeting MSES goals will also be included in the reports. The data may include emerging Idaho State Department of Education standards, benchmarks, and/or IDCCRA developed criteria. Student specific reports will be shared with the families. The a link to the State Department of Education report card for IDCCRA will be included on the IDCCRA website.

Accreditation – *Idaho Code 33-5205(3)(e)*

Accreditation is a process of helping institutions improve through a systematic program of evaluation, assuring that an institution not only meets quality standards, but also that it demonstrates a continuous commitment to providing quality education programs that are aimed at improving student performance.

AdvancED promotes a philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. To that end, AdvancED wants institutions to be aware of all requirements before they begin the journey toward accreditation. This Self Assessment of Readiness for Accreditation will help you and others to determine if your institution has the capacity to pursue and achieve accreditation.

Schools seeking initial accreditation must demonstrate that they meet the AdvancED standards and policies, have the capacity to support school/school system improvement, and are committed to growth in student learning and organizational effectiveness.

It is clear from the last sentence of the second paragraph (above) that you have taken this language about accreditation from AdvancEd. You should revise it to be specific to your school and/or provide the appropriate reference.

Idaho College and Career Readiness Academy will be accredited through the Northwest Accreditation Commission (NWAC/AdvancED). IDCCRA will comply with all accreditation standards established by NWAC/AdvanceED and submit required reports to the regulatory bodies in a timely manner.

A school must be in operation for at least two years with demonstrated financial stability before it may be accredited. IDCCRA will then submit the application and will host a readiness review within three months of applying for accreditation, and an external review within 2 years of becoming a candidate.

As accreditation is a continuous process, IDCCRA will maintain accreditation across all grade levels.

Though accreditation is a continuous process, there are more formal process at specific intervals. Please provide some basics here so that it is clear that you understand what IDCCRA will need to do to maintain accreditation.

School Improvement Plan – *IDAPA 08.02.03.112 and 08.02.03.114*

Student learning is the primary focus of IDCCRA. Student achievement policies and procedures will be developed and communicated to all stakeholders. Individual student data will be used to determine instructional effectiveness, and to improve student performance. Student performance and instructional effectiveness will be reviewed regularly to determine where improvements can be made.

If it is determined that student performance is below acceptable standards, steps will be taken to target individual needs. IDCCRA will develop a school Turnaround Plan utilizing the resources of the Idaho State Department of Education.

Idaho requires its low performing schools and districts that are identified under the One-Star and Two-Star categories to provide a plan, within the WISE Tool, for how the district will turn the school around. These plans will be reviewed and must be approved by the ISDE to ensure that what the district and school proposes, meets the minimum qualifications and expectations for school improvement. If it does not, they will be required to revise their plan to meet these expectations.

Appropriate improvement plans will be matched to each school's performance based on the Star Rating that applies to the current year as well as the schools progress over time. The Star Ratings will be used to determine the requisite Wise Tool plan.

Schools identified as 2 Star Focus Schools must implement the Rapid Improvement plan with the assistance of ISDE as outlined in the ESEA waiver. The school's district and the State are responsible for working with the school to implement the plan. If the plan is not working as expected, the school will work with the State and district to make the appropriate changes. The plan must incorporate strategies based on scientifically based research that will close the achievement gaps and address the specific academic issues that caused the school to be identified as a 2 Star School.

The highlighted areas (above and below) still refer to the "district." In previous conversations, we discussed the addition of a sentence (somewhere in the turnaround section) that recognized that since IDCCRA will be a LEA, for the purposes of the turnaround plan, IDCCRA is both the district and the school, and would, therefore, the IDCCRA board and administration will be

responsible for all tasks normally divided between the district and the school, and the board would work directly with the SDE to ensure the improvement plan is appropriately implemented. All district references could then be removed (to eliminate any potential confusion).

Schools identified as 1 Star Priority Schools must implement the Turnaround Plan with the assistance of ISDE and a turnaround coach as outlined in the ESEA waiver. The ~~school's district and~~ State will work with the school ~~are responsible for making~~ to make sure that the school implements the Turnaround Plan correctly. If it is not producing the desired results, the school will work with the ~~district and~~ State to make the appropriate changes.

Before the Turnaround Plan is written, the State will conduct an Instructional Core Focus Visit to collect evidence of the school's practices to be used in creating the Turnaround Plan. Before the school ~~or district~~ creates its plan, the ~~district and~~ Board must choose a Turnaround Model to use as a template.

Potential Turnaround Options that the IDCCRA board and district might choose include:

- Transformation Model
- Turnaround Model
- Governance Partnership Model

Once the model is chosen, the IDCCRA board will oversee the development of the school improvement plan, and the school ~~and district~~ will work ~~together~~ to develop a plan that will serve as a framework for analyzing problems, identifying causes and addressing instructional weaknesses that led to low student achievement. Members of the team selected by the board to participate in the development of the plan may or may not include members of the school's administrative staff, and could include external team members if the board deems necessary. The plan must incorporate strategies based on scientifically based research that will close the achievement gaps and address the specific academic issues that caused the school to be identified as a 1 Star School. The plan could also include the removal of members of the school's administrative leadership team.

Based on the Turnaround Option chosen, IDCCRA will follow the guidelines as outlined in the Idaho State Department of Education ESEA Flexibility Request.

The ~~district~~ Board will also be required to oversee the creation and implementation of the District Turnaround Plan based on the Diagnostic Review as a result of the Instructional Core Focus Visit. Members of the team selected by the Board to participate in the development of the plan may or may not include members of the district's administrative staff, and could include external team members if the Board deems necessary. The plan could also include the removal of members of the district's administrative leadership team.

The WISE tool will be used to guide the process and illuminate issues and focus resources to improve the district's and school's performance. Indicators reflecting Turnaround Principles are embedded in the WISE Tool and during the state review of the Turnaround Plan in the WISE Tool, the rubric will provide a score for the plans created for each Turnaround Principle for both the district and the school. School plans will be reviewed for quality by the district leadership and district plans will be reviewed by the Statewide System of Support team.

Tab 5

Governance Structure, Parental Involvement, Audits

Governance Structure – *Idaho Code 33-5205(3)(f)*

The Idaho College and Career Readiness Academy, Incorporated is an Idaho non-profit organization. The school's Bylaws (Appendix 2) and Articles of Incorporation (Appendix 1) are included in Appendices of the charter application. The Board of Directors will be the public agents who control and govern the school. The Board shall be responsible and ensure that the school is in compliance with all applicable federal and state educational standards, all applicable federal and state laws, rules, regulations and policies as well as the terms and conditions of the charter, and will also have such duties and powers as are set forth in the Articles of Incorporation and the ~~By-Laws~~ Bylaws.

The IDCCRA Board will abide by the Public Records act and Open Meetings Law of the State of Idaho.

Unless determined by the board, the Board of Directors shall not be less than three members (3) nor more than nine members (9), but may never be less than the number otherwise required by law. It will be the intent of the IDCCRA Board to maintain a working board of 5 – 7 members whenever possible. Board members responsibilities and terms of service are outlined in the IDCCRA Bylaws in Appendix 2. ~~IDCCRA will seek to identify potential board members as needed. An emphasis will be on looking for highly qualified members of the community interested in serving on the IDCCRA Board. The IDCCRA Board will be particularly active in looking for potential board members with skills or demonstrated experience in education, law, and accounting.~~

Founding to Governing Board Transition

The role of the Founding Board is to provide vision, and oversight of the creation of the school. Their goal is to create a strong foundation for the mission and vision of the school. Per the IDCCRA bylaws, once the IDCCRA Founding Board Member's terms expire, new members are eligible to be nominated into the formal Governing Board of Directors. Founding Board members are eligible to participate as Governing Board members should they choose. This will help transition the knowledge and commitment to the new Governing Board members. As new members are added to the Governing Board, board training will emphasize the role of the board members and the relationship with the school administration.

Are the board terms of founding board member staggered so that some of the founding board members will be on the governing board? If no, how will you ensure that the governing board is well-trained and knowledgeable about the school's mission, vision, and educational program? Also, how will you prevent / mitigate the potential effects of "founders' syndrome" (when one or more founders has a difficult time letting go / transitioning more operational authority to the administrator, etc.)?

Board Recruitment

IDCCRA will seek to identify potential board members as needed. An emphasis will be on looking for highly qualified members of the community interested in serving on the IDCCRA Board. The IDCCRA Board will be particularly active in looking for potential board members with skills or demonstrated experience in education, law, and accounting. IDCCRA will also seek to recruit parents of students enrolled in the school. Recruitment notices will be sent out to the students' parents and others contact lists. They will also be posted on the school website, and sent to the IDCCRA Board members' personal and professional associates. The faculty and staff of the school will also be notified of the need for board candidates with specific skill

sets and asked to help find highly qualified candidates. Resumes will be submitted to the IDCCRA Board for review.

Once you identify potential board candidate(s) how will you vet them and groom / prepare them for board membership? Do you have any ways to get them involved while they are in consideration but before they have been put forward as an official candidate for appointment / election to the board?

Board Training

~~Board training will be conducted during regular board meetings utilizing the Idaho School Boards Association's (ISBA) Mini Modules. Initial trainings will begin with Board Member Responsibilities, and the Roles and Relationships of School Boards and Superintendents. Board members will also conduct annual self assessments to determine the effectiveness of the board and to help identify areas in need of improvement and additional training. Content for initial board trainings, and the board self assessment is found in Appendix 21.~~

It is the intent of the IDCCRA Board to utilize the Idaho School Boards Association's Board (ISBA) Training Mini Modules. The content of these modules will be updated to reflect current topics in education and are designed to be delivered during monthly Board meetings. Twenty minutes will be scheduled to each Board agenda. Each month, a specific Mini Module will be identified for review at the upcoming Board meeting. It will be expected that all board members will review the topic and be prepared to discuss at the upcoming Board meeting. The Board Chair will setup a rotation so that each Board member and the Head of School know when it is their turn to lead the discussion on the specific topic. We believe that conducting training in this manner will allow patrons to be educated on current topics on education in Idaho.

Initial trainings for the Board will be the Board Member Responsibility session then the session on Roles and Relationships of School Boards and Superintendents. The first session, Board Member Responsibility, will be provide the Board the foundational experience required to begin to understand how a board is supposed to work. Topics include:

- The role of the Board Member
- The Board/HOS Relationship
- How Boards Govern.

In the next meeting, Roles and Relationships of School Boards and Superintendents will be covered. This will provide the board with a deeper understanding of board responsibilities in an educational environment. Topics of this session include:

- Policy
- How to Conduct Meetings
- Budget and Finance

When new board members are added, they will be provided with the Board Member Responsibility and the Relationships of School Boards and Superintendents materials to review and be prepared to present to board members at an upcoming board meeting. This will give the new members an opportunity to come up to speed on the foundational responsibilities of an educational board, and provide current board members the opportunity to provide input and feedback to the new member.

Additionally, the Board will host an annual retreat at the conclusion of the fiscal year. This will give the Board the opportunity to discuss what went well the previous year, strategies that they want to focus on for the coming year, and to participate in a more in-depth Board training.

The Board will conduct a self assessment annually, and use this data to inform future board as to potential professional development needs.

The Outline describing ISBA Mini Modules, content for initial board trainings, and the board self assessment is found in Appendix 21.

Roles and Responsibilities

The IDCCRA Board of Directors, as the governing body of the school, has the responsibility and authority over the charter and the operations and oversight of the school.

The Board:

- is the holder of the charter for the School;
- will participate in the interview and hiring of key school personnel to include the Head of School;
- will have input into the removal of the Head of School, if necessary (see information below);
- will provide the vision, mission and goals for the school;
- will set the budget annually;
- will approve all school policies;
- will exercise continuing oversight of the school operations;
- will ensure an annual audit is conducted by a certified CPA or auditor;
- will ensure that regular financial reports are provided, reviewed and approved by the board;
- will monitor a financial recovery plan, if needed;
- will participate in required training; and
- will make annual reports to the ~~sponsor~~ authorizer.

- ~~The IDCCRA Board of Directors will report to the sponsoring authority as necessary and appropriate as required.~~
- ~~The Board will contract with an education management organization. The Board has selected K12 Inc. as their services and curriculum provider.~~
- ~~K12 Inc. is responsible to and reports directly to the IDCCRA Governing Board of Directors regarding all matters concerning the operations of the school.~~
- ~~The Head of School will be an employee of K12 Inc.~~
    - ~~The IDCCRA Board of Directors will have input into the hiring and evaluation of the Head of School. The Board may remove the Head of School through the process described in the Services Agreement.~~

The Board, as an autonomous governing body, will delegate significant authority for its operational responsibilities and execution of policy and procedure to the administrator. The administrator, a K12 employee, will be responsible to and report directly to the IDCCRA Governing Board of Directors regarding all matters concerning the operations of the school. The IDCCRA Board of Directors will have input in the hiring and evaluation of the administrator.

- ~~Among the Head of School's responsibilities are to:~~

The administrator's responsibilities will include:

- ~~oversee and manage~~ overseeing and managing all school level staff;

- ~~ensure~~ ensuring that all policies and directives of the IDCCRA Board of Directors are executed;
- ~~attend~~ attending all Board meetings;
- ~~attend~~ attending all appropriate Idaho Department of Education meetings and district level meetings;
- ~~provide~~ providing school level leadership; and
- ~~ensure~~ ensuring all state reporting and compliancy.

The administrative staff will report to the school administrator, and will vary depending on the needs of the school. The composition of the administrative staff will be determined annually. Some positions may be employees while others may provide services as independent contractors. Initial forecasts of employees employed by the board include the Operations Manager, teachers, academic counselors, registrar, and administrative assistant. The number and composition of these positions can change depending on growth, and in adjustments to the annual staffing plans and budgets.

Business management, Special Education, HR, and Technology Support will be provided by K12 per the Services Agreement. These positions will provide support under the guidance of the IDCCRA Academic Administrator.

The requirements for services and performance are clearly laid out in the services agreement with K12 Inc as outlined in Appendix 6. The board will evaluate K12's performance annually. A copy of the Service Provider Evaluation Tool can be found in Appendix 6.

The Board will review monthly finance reports, monthly academic reports, evaluation of the data on student withdrawals and year over year retention rate, and most importantly student academic achievement. The Head of School will be required to provide this information at each board meeting. Even though the Head of School is not employed directly by the Board, the two entities must work hand in hand in order for the school to be successful. Establishing a strong line of communication and partnership between the Board and K12 Inc., the Board and the Head of School, and among all parties and the Public Charter School Commission will be vital to the success IDCCRA is able to provide for students.

Governing Board Ethical Standards – *Idaho Code 33-5204(a)(2)*

IDCCRA Board of Directors will adhere to the professional standards as outlined in the Code of Ethics for Idaho Professional Educators, created by the Professional Standards Commission and approved by both the State Board of Education and the Idaho legislature (IDAPA 08.02.02.076) and the statutory provisions identified in Idaho Code §33-5204 & 5204A. Each board member will be required to sign a copy of a Code of Ethics and a Code relating to Nepotism as a requirement to serve on the board. ~~Signed copies of current board members can be found in Appendix 20.~~

Parental Involvement – *Idaho Code 33-5205(3)(f)*

Direct parental involvement is fundamental to the success of IDCCRA. The most fundamental role parents will play as learning coaches is to support their child's learning and to help continuously evaluate IDCCRA's operation, governance, and instructional program. Parents will be asked to support school wide initiatives, participate in learning center activities, and be committed to support the school's goal for every student to reach their full academic potential.

The school will offer support through parent training, speakers, and modeling. Face-to-face sessions will be an integral part of the program and will be provided in regional tutoring centers across the state.

At IDCCRA, parents will help guide students through their daily coursework using the K12 network of curriculum offerings and the OLS. Parents will be expected to partner with teachers daily via phone, email, and synchronous sessions using online platforms or in person to ensure students are on track and in line with the expectations set by the school. IDCCRA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. The school also expects parents to volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events.

In addition:

- Parents can hold a direct leadership position and influence the management of the school by serving on the IDCCRA Board. The Board sets policy and provides governance and oversight on IDCCRA academic, extracurricular, finance, personnel, daily operations, and legal matters.
- Parents who are not members of the Board are actively encouraged to attend Board and other IDCCRA meetings and to participate on ad-hoc committees appointed to address specific issues. Parents, like board members, will be allowed to participate remotely per the IDCCRA bylaws.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- Parents will help us to continuously evaluate the operation and governance of the school both online and offline. IDCCRA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other IDCCRA students and parents. Parents may supply critiques and/or endorsements regarding their experience at IDCCRA.
- Throughout the school year, the principal, other administrators, and teachers will account for contributions that parents and community members have made to the operations and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

Per the previous review, please remove all references to programmatic audits (see the highlighted section of the header, below), as programmatic audits are no longer required by statute or by the PCSC.

Financial and Programmatic Audits – *Idaho Code 33-5205(3)(k) 33-5206(7) 33-5210(3)*

Financial ~~and Programmatic~~ audits will be conducted annually as required by Idaho Code and the Charter Commission. The IDCCRA will identify and contract with independent auditing organizations to conduct the ~~specific~~ audits. Appropriate data will be collected and prepared to

present for the audit~~s~~ throughout the year. A copy of all audit results and requisite reports will be submitted to the Charter Commission, the State Department of Education, and other regulatory bodies as required in IC 33-5205(3)(k), IC 33-5206(7), and IC 33-5210(3). IDCCRA will also comply with the reporting requirements of IC 33-701(5-10). If additional independent audits are required by a regulatory body above and beyond the annual financial ~~and programmatic~~ audits described above, the audits will be conducted at the expense of the requesting body. School budgets and expenditures, to include the check register, payroll report, and teacher contracts, will be posted on the IDCCRA website.

Tab 6

Employee Requirements

Employee Qualifications – *Idaho Code 33-5204(a)(1) and 33-5205(3)(g)*

IDCCRA staff will meet all qualifications required by state law. The teaching staff~~, where necessary,~~ will be required to meet the definition of 'Highly Qualified' or whatever definition currently required by the State of Idaho. Professional-Technical Education (PTE) teachers will be required to hold the appropriate endorsement in an appropriate occupational discipline. These endorsements may be held on a Secondary Teaching Credential or on an Occupational Specialist Certificate. These PTE instructors will be dedicated to preparing students for transition to college and/or career professions beyond high school. Administrators for IDCCRA must hold an Idaho Professional-Technical Administrator's Certificate. Copies of certificates for all certified teachers/staff members will be kept on file at the school and will be available for review upon request.

The staff will be required to possess personal characteristics, knowledge, and experience consistent with the teaching profession in Idaho and the philosophy, mission, and expectations of the IDCCRA. The school administrator will make recommendation to the IDCCRA board for approval.

The IDCCRA will reserve the right to seek limited or alternative certification staff as authorized by the SDE when deemed in the best interest of the educational program.

IDCCRA will not discriminate in the hiring process.

Transfer Rights – *Idaho Code 33-5205(3)(p) and 33-1217*

The transfer rights of an employee choosing to work for IDCCRA and the rights of such employees to return to any non-charter school after employment at IDCCRA will be dependent on the school district from which the employee might transfer and in compliance with Idaho Code §33-5206(3). IDCCRA claims no transfer rights.

Benefits and Provisions – *Idaho Code 33-5205(3)(n)*

- ~~Public Employee Retirement System (PERSI)~~
- ~~Unemployment Insurance~~
- ~~Federal Social Security~~
- ~~Health Insurance~~
- ~~Worker's Compensation Insurance~~

The School will provide all qualified employees with the Benefits and Provisions in accordance with IC 33-5205(3)(n). ~~with will be required to participate in~~ This includes the PERSI retirement system, Federal Social Security, Worker's Compensation, Unemployment, and Health Insurance to the extent required by Idaho law.

Collective Bargaining – *Idaho Code 33-5205(3)(q)*

IDCCRA staff will be considered a separate unit for purposes of collective bargaining.

Written Contracts – *Idaho Code 33-5206(4)*

All teachers and administrators who are employees of the board will be on a written contract in a format approved by the Superintendent of Public Instruction.

Teacher Evaluations – *IDAPA 08.02.02.120*

The administrator will conduct an evaluation of each staff member by February 13 and a second evaluation prior to the end of each school year using evaluative tools created using the Charlotte Danielson Method. Both evaluations will include content currently required by the Idaho State Department of Education.

If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement, or a dismissal process will be initiated. The administrator will assist the teacher who is performing below a satisfactory level with developing their personal improvement plan. The plan will be monitored by the Principal and may include additional training, mentoring, or classes as needed.

The following comments from the 8-16-13 review were not addressed:

> The Teacher Evaluations section and District Evaluation Policy section seem to have duplicative information. If they are truly distinct, please revise to make that clear. If they are about the same thing (as it appears), please merge them.
>
> Your teacher evaluation plan needs more detail, either here or in an appendix focused on professional development and evaluation. What will it include (observations, discussion with teacher, student feedback)? How will it be conducted? What types of evaluative measures will be included? What types of characteristics / traits / actions will you look to see from successful teachers?

District Evaluation Policy – *IDAPA 08.02.02.120*

IDCCRA will follow the personnel practices required by Idaho Code 33-513 and IDAPA 08.02.02.120, to include supervision, evaluation, and dismissal. The IDCCRA Board will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certified personnel are aligned to the Charlotte Danielson's Framework for Teaching Second Edition, or the model currently used by the SDE.

Domains include:

1. Planning and Preparation
2. Learning Environment
3. Instruction and Use of Assessment
4. Professional Responsibilities

Once the school is approved and the administration hired, a detailed evaluation model utilizing all the necessary requirements will be developed that could also include the use of school data, observations, surveys, student feedback, etc., for use in professional development to cultivate teacher growth. See Appendix 9 for additional information on teacher professional

development. New teacher training will be conducted in accordance with the K12 Virtual New Teacher Training located in Appendix 12 to help new teachers be successful when entering a virtual classroom and continuous Professional Development opportunities will be offered annually in accordance with the Additional MSES goal in Tab 4.

Appendix 9 is not additional info on teacher professional development. Did you mean to refer to Tab 9 regarding teacher professional development as it relates to virtual schooling?

Administrator Evaluations – *IDAPA 08.02.02.120*

A sub-committee of the IDCCRA Board will evaluate the Head of School and the performance of the IDCCRA contracted curriculum provider annually. The committee will use evaluative tools covering the following areas; general contract compliance, educational program, human relations, financial and operations, and student records and data. The sub-committee will make a recommendation to the Board of whether or not to continue the contract. The evaluation period will be from July 1 through June 30th annually. Please see Appendix 6 for the sample evaluation tool.

Appendix 6 is not a sample evaluation tool. There is a sample evaluation in Appendix 19, but it is all labeled "teacher." Are you planning to also use it for the administrator, or is one of the tools / rubrics intended to be used for the administrator (and it's just labeled wrong)?

Background Checks – *Idaho Code 33-5210(4)(d)*

All IDCCRA employees, board members, and volunteers, will be required to undergo and pass a State of Idaho criminal background check. A record of the employee background check will be maintained in the Certification Office at the SDE, and in the school employee's personnel file.

Health and Safety – *Idaho Code 33-5205(3)(h)*

The IDCCRA Board will comply with the provisions of Idaho Code to ensure health and safety of staff and students by implementing safety policies and procedures. This will be accomplished by utilizing the Idaho School Boards Association Policies and Procedures Manual as a template for selecting, modifying, and adopting policies based on the requirements of IDCCRA. Policies will be evaluated on an ongoing basis, and will be incorporated into the school's Student Parent handbook as appropriate. Policies will be incorporated as appropriate into school handbooks and will be reviewed as needed in school staff development efforts. The IDCCRA administrative leadership will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

Applicable Health and Safety policies and procedures would include:

- A criminal history background check for all employees in compliance with Idaho Code 33-130. This requirement will be a condition of employment.
- A requirement that all students have proof of immunization in compliance with IC 39-4801 or have a written parental waiver. Students will also be required to have a birth certificate in compliance with IC 18-4511 or other type of government issued identification prior to being enrolled.
- The adoption of policies to meet required building codes and allow the inspection of facilities by appropriate agencies in compliance with IC 33-1613.

- Providing training on appropriate reporting to the Idaho 211 Care Line and the Idaho Suicide Prevention Hotline.
- Anti-Discrimination (See Appendix 15)
- Sexual Harassment (See Appendix 15)
- Disciplinary Code included in the Student/Parent Handbook (See Appendix 15), which includes acknowledgement and compliance with the Code of Conduct and Acceptable Use Guidelines which includes guidance on:
    - Accountability
    - Inappropriate Behavior
    - Weapons
    - Threats
    - Tobacco, Drugs, and Alcohol
    - Cyberbullying
    - Student Internet Safety.

Disciplinary Procedures – *Idaho Code 33-5205(3)(l) and 33-205*

A Safe Place Where Students Have a Voice

As part of IDCCRA's holistic approach to each student's success, it will offer a Social and Emotional Learning (SEL) program for grades 9–12. The SEL program is an important part of student learning. It will provide a safe place where the spotlight is on students.

During the school year, students attend advisory sessions in an online forum facilitated by a specially trained teacher. For their first two weeks in school, students participate each day to become familiar with the online experience and to get to know their classmates.

Through the program, students grow in five key social and emotional areas necessary for thriving in school and life:

- self-awareness
- self-management
- social awareness
- relationship building
- responsible decision-making

In the sessions, students discuss topics relevant to their lives, creating a strong sense of belonging and community among peers, as well as allowing the teacher to learn more about each student on a deeper, more personal level.

As a result of sharing in a respectful environment where people listen to and value those who contribute, the students discover a vital part of their personal identity—their own voice. And as their confidence and self-esteem grow, students begin to flourish in class and beyond.

Teachers Focus on Their Students' Well-Being

Through the program, teachers will focus on their students' academic, social, and emotional well-being. For example, because of a deeper understanding of students' lives through group discussions, a teacher may learn that a participant is homeless. After addressing this issue with the student, the teacher will notify the counselors who will help the student connect to the services he or she needs most. The student's teachers will also be notified so that they can understand the student's issues and be prepared to help the student succeed academically.

Our teachers will be versed in facilitating discussions that connect students' real-life world to their academic studies. A teacher may open the day's discussion about an instance of social injustice reported in the news, and then draw the group into a conversation about a book they're studying, such as *Lord of the Flies*.

Through the SEL program, students who once felt like outsiders can discover the worth of their individuality within the community. They're developing life-changing skills that will help them be successful students, productive adults, and generous citizens.

Discipline

At the beginning of each semester, a copy of the Student/Parent Handbook will be provided to enrolled students and parents. Material in the handbook will be reviewed and pertinent material covered. The review will constitute the basis for having informed students of the IDCCRA policies and procedures, and the requisite disciplinary actions should students fail to adhere to them.

Consequences of not adhering to IDCCRA policies and procedures include but are not limited to:

- Loss of privileges
- Letter sent to the parent
- Telephone call to the parent
- Student Parent conference with principal
- Suspension
- Expulsion

The principal will determine the appropriate consequences for infractions and reserves the right to choose any of the listed consequences, without regard to whether any other consequences have been previously used.

Suspensions:
The Head of School, Principal, or designee may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school within compliance of Idaho Code §33-205.

A Principal, Head of School or Assistant Head of School may temporarily suspend a student for up to five (5) school days.

The Head of School may extend this suspension for an additional ten (10) school days.

The Board may extend this suspension an additional five (5) days upon a finding by the Board that an immediate return to school by the pupil would be detrimental to other pupils' health, welfare or safety.

Any pupil who has been suspended may be readmitted to the school by the Head of School or Principal who suspended him/her upon such reasonable conditions as said Head of School or Principal may prescribe.

The period of suspension may be "suspended" or "deferred" to allow the student to continue with education, and the student may be required to participate in work and attendance as determined by the Head of School or the Assistant Head of School. If a student is suspended for inadequate attendance, they will be provided with information regarding options to transfer to other public school programs.

A. Written Referral: Violations shall be presented in written form (such as an e-mail) and should be specific as to the misbehavior or breach of the Code of Student Conduct.

B. Student Notification: The student will be placed on notice of the alleged violation by the Head of School or designee.

C. Initial Conference: An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee.

   A. Charges and Evidence: The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

   B. Parental Assistance: The Head of School shall make a good faith effort to employ parental assistance or other alternative measures prior to suspension. The Head of School may suspend the student immediately. The Head of School will take into consideration the seriousness of the breach of conduct; whether the conduct is disruptive enough to require immediate suspension and/or if an emergency situation exists.

D. Parental Notification:

   A. By Telephone or E-mail: The Head of School or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's mis-conduct and the proposed disciplinary action.

   B. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the Head of School or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason for the action taken.

E. Board Notification: The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

F. Appeal or Challenge: If the student and/or parent(s)/guardian(s) wish to appeal or challenge the suspension, the Head of School or designee will schedule an informal meeting to discuss the charges, any evidence substantiating the charge, the sanctions imposed and the reason for such sanctions. After this informal meeting, the student and or parent(s)/guardian(s) may request a formal hearing before the board if they are still unsatisfied with the decision of the Head of School or designee. This formal hearing will follow the same pattern as those required for expulsions. This hearing should take place within thirty (30) days unless the student and/or parent(s)/guardian (s) request more time.

Expulsions:
Pursuant to Idaho Code § 33-205, the Board of Directors may deny enrollment or expel a student who is:

1) an habitual truant;
2) who is incorrigible;
3) for any violation of the Code of Student Conduct, or for any conduct which in the judgment of the board, is considered to be continuously disruptive of school discipline, or of the instructional effectiveness of the school; or
4) whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

A. Notice: The written notice by certified mail shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. The notice will state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her. If the notice to the parent by certified mail is returned as unclaimed, the parent will be deemed to have been provided notice pursuant to Idaho Code § 33-205 and have waived the right to a due process hearing.

B. Hearing: The Board of Directors shall have a full and fair formal hearing on the allegations set forth in the written notice.

This hearing shall occur within a reasonable period of time. The student and/or parent(s)/guardian(s) may request a delay in order to be prepared for the hearing. The hearing shall be held within 30 days of the notice of intent to expel, unless there are extenuating circumstances or a request for an extension of time has been granted to the student/family.

During this hearing the Student shall have the right to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

C. Procedure: After proper notice as set forth above, the following procedure shall be used.

1. Opening Statements: Both sides shall have the opportunity for opening remarks or statements.
2. Burden of Proof: The IDCCRA has the burden of establishing grounds for the expulsion of the student based on the allegations set forth in the written notice.
3. Cross examination: The student or their counsel may cross-examine adult witnesses.
4. Student's Case: The student or their counsel has an opportunity to present evidence and/or witnesses.
5. Closing Remarks: Both sides have the opportunity to provide closing remarks.

6. Decision: At the close of the hearing, the Board of Directors will retire to deliberate the case and upon reaching a decision will issue findings of fact and conclusion supporting their decision. Upon a motion made in open meeting, the Board will issue the approved Findings, Conclusions and Decision. A copy of which shall be delivered to the student/parent(s)/guardian(s).

D. Truancy: Any student who is suspended on more than one occasion in a six (6) month period for inadequate attendance; or whose "attendance" at school violates the attendance regulations of the Board as detailed in this policy; or whose attendance is of a sporadic and inadequate nature without justification or extraordinary circumstances may be determined by the Board of Directors to be an habitual truant and may be expelled after notice and a hearing as set forth above.

E. Special Education Students: Students enrolled in special education or on a 504 Plan will not be suspended or expelled without consideration by a manifestation determination to assure the provisions of FAPE are consistent with the requirements of the IDEA and Section 504.

F. Reenrollment: Any student who has been expelled may appeal to be reenrolled in the school, after the terms/time limit of the expulsion has been completed by the student, pursuant to the procedures outlined in Idaho Code §33-502. Approval must be granted by the Head of School and the Board of Directors. The Board will notify the parent(s)/guardian(s) of the student in question, in writing by certified mail of the date and time of the reinstatement hearing. The hearing will be a face-to-face meeting before the Board of Directors (if a quorum can be obtained) or a telephone conference with a quorum of the Board of Directors in attendance.

G. Withdrawal: The parent and student may determine based upon the availability of the identified caring adult and the student's commitment to schooling at home, that IDCCRA is not the better alternative for the education of the student. This decision should be discussed with the School. If the decision is made that the student should withdraw and transfer to another school within the student's residential district, information regarding said transfer will be provided to parents by the School consistent with the policies of the residential and chartering entity.

Contacting Law Enforcement – *Idaho Code 33-210(3)*

IDCCRA recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. IDCCRA will do what it can to help students overcome the desire to utilize illegal substances and be successful in school. If it is suspected that a student is using illegal substances or participating in potentially harmful practices, the parents will be notified. If a student is caught violating state law, law enforcement authorities will be called and the student reported. The parents will be able to utilize school counselors to help identify organizations that provide interventions for individual dependencies. Student behavior could also lead to suspension or expulsion from school. The Student Code of Conduct and Acceptable Use Guidelines are included in the Student/Parent Handbook which will be provided to families during enrollment prior to the beginning of school.

Tab 7

Admissions, Discipline, Student Policies

Admissions Procedures – *Idaho Code 33-5205(3)(j)*

IDCCRA will be open to all students. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho. The Board may choose to charge fees as allowed by state law.

The enrollment deadline from year to year could change based the start date of the annual school calendar adopted by the Board each year. Enrollment deadlines will be posted on the website and advertised during each enrollment period. Families calling to enroll a student after the enrollment deadline for the current year or semester will be informed of the enrollment deadline and of the start date for the coming semester. If a family's desire is to leave the student enrolled for the coming semester or year, the student will remain enrolled and orientation information will be sent to the family. The material includes information for the student and family that demonstrates how students and parents login and utilize the system, summer activities, and opportunities for families to begin making connections with other families if they desire.

If you allow a student to enroll for the next school year after the established deadline for the current year, will you confirm their enrollment closer to the beginning of the school year? If not, how will you ensure that you have an adequate enrollment count when school begins?

The request for admission and enrollment will be conducted online. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho may complete an application for enrollment. Requests for admission must be completed before the posted enrollment deadline. Otherwise, enrollment will be allowed for the following semester.

The enrollment area for the IDCCRA will be the statewide. Once a student is enrolled, the student will not be required to reapply each year thereafter.

IDCCRA has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable State Board Rule.

Waiting Lists – *Idaho Code 33-5205(3)(j)*

There will not be an enrollment cap utilized at the IDCCRA. The educational delivery model is scalable. If a student completes enrollment prior to the posted enrollment deadline, the student will be allowed to attend school. As a result, an admissions preference will not be required.

The goal of the IDCCRA marketing effort will be to meet enrollment goals in alignment with the 3-Year Operating Budget in Appendix 8. The initial goal is to open with 200 students, then grow 50 students per year. As described in Tab 8, The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness. K12 will be responsible for meeting enrollment goals.

Attendance Alternative – *Idaho Code 33-5205(3)(n)*

Students located within the attendance area of the IDCCRA will have the option to enroll in the existing public schools or charter schools currently serving their area. There will be no requirement for students to attend the Idaho College and Career Readiness Academy.

You did not address the following comment from the 8-16-13 review (regarding the Attendance Alternative section):

> Per revised statute, you are no longer required to have an attendance alternatives section unless you are a public school applying to convert to a public charter school. Please delete.

Public Notice of Enrollment Opportunities – *Idaho Code 33-5205(3)(s)*

Enrollment activities will take place year-around. The number of and the different promotional activities will fluctuate depending on the time of year. A higher level of promotional activity, for example, will take place in the summer than throughout the year. Fewer promotional activities will take place after the beginning of a semester.

Families reaching out to enroll after enrollment deadlines will be made aware that the enrollment deadline for the current year has passed, and informed that their student will be eligible to begin school in the coming year.

The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below:

- IDCCRA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to inform students.
- Information sessions open to interested families and the general public will be held in communities throughout Idaho and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the IDCCRA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a call center to provide information to prospective applicants.
- IDCCRA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for IDCCRA will be available online as well as at IDCCRA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in IDCCRA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies
- IDCCRA will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries.

Denial of Attendance – *Idaho Code 33-5205(3)(i) 33-205 33-206*

The following is a description of the school's denial of attendance plan for students who are or has been:

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

Pursuant to Idaho Code § 33-205, IDCCRA Board of Directors may deny enrollment and attendance to any student who has been expelled from another public school district (LEA) within the state of Idaho or any other state.

IDCCRA recognizes that due to the unique educational structure of the educational program, a student who has been expelled from another public school district (LEA) may be able to attend IDCCRA and continue their educational advancement, without any risk of harm to other students, faculty or school facilities.

When a student who has been expelled from another school district (LEA) seeks to become enrolled at IDCCRA, the Administrative team of IDCCRA shall communicate with the prospective student (parents) and the student's former school district (LEA) to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any danger or risk of harm to other IDCCRA students, IDCCRA faculty or IDCCRA property. If it is determined that there is no risk of harm to other students, faculty or property and IDCCRA can provide an education to the child, the Board of Directors has authorized the Administration to enroll the student, based upon a behavioral plan individually created to address the specific disciplinary issues for the child. Should the Administration determine that enrollment of the child would pose a danger to other students, faculty or property which cannot, in the judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into IDCCRA. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board to contest this decision.

Internet Use – *Idaho Code 33-132*

The Student/Parent Handbook addresses IDCCRA Student Code of Conduct and Acceptable Use Guidelines designed to ensure that all students are aware of and understand their responsibilities when accessing and using IDCCRA resources. Failure to follow this policy could result in the removal of access to IDCCRA instructional computing resources, which could result in the inability to complete learning activities. The Student/Parent Handbook will be provided to families during enrollment prior to the beginning of school. Parents will be required to acknowledge that they have reviewed the Student/Parent Handbook.

Student/Parent Handbook – *Idaho Code 33-5205(3)(m)*

Once the IDCCRA charter is approved and an administrator and staff hired, IDCCRA will produce a complete Student/Parent Handbook that will describe rules and procedures to enrolling families. The handbook will be distributed as part of the enrollment process to enrolled

families at the beginning of each semester, and will be posted online. It will also be distributed electronically each semester to all returning families. Parents will be ~~required~~ strongly encouraged to assure, as part of the enrollment process, that they have reviewed the Student/Parent Handbook.

The handbook will be evaluated and updated annually, and then approved by the Board.

A current draft of the Student/Parent Handbook is included in Appendix 15. A final copy will be completed and approved by the Board prior to the beginning of school.

Tab 8

Business Plan, Transportation, School Lunch

Business Plan - *IDAPA 08.02.04.202 and 08.03.01.401.10*

Business description

IDCCRA, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. 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 corresponding provision of any future United States Internal Revenue Law), 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 provision of any future United States Internal Revenue Law).

Marketing plan

You have not yet addressed the following comment from the 8-16-13 review:

> What are your broad marketing goals (beyond making sure families know about the school)?

Remember, we are looking for marketing goals that go beyond making sure families are aware of you / that you reach enrollment goals. For instance, most schools should also use marketing to tout their results / successes or make the community aware of special activities and events.

The goal of the IDCCRA marketing effort will be to meet enrollment goals in alignment with the 3-Year Operating Budget in Appendix 8. The initial goal is to open with 200 students, then grow 50 students per year. ~~As described in Tab 7,~~ The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below. K12 will be responsible for meeting enrollment goals.

- IDCCRA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held in communities throughout Idaho and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the IDCCRA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a call center to provide information to prospective applicants.
- IDCCRA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for IDCCRA will be available online as well as at IDCCRA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in IDCCRA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions will be designed to inform

parents about navigating the program, technical support, lesson delivery, effective communication, school policies

Marketing tactics designed to meet the IDCCRA enrollment goals include:

- Online Marketing: Banner & SEM
- Television
- Print Ads
- Radio
- Electronic Communications (emails)
- Direct Mail
- Grassroots Initiatives
- In-person & Online Events
- Sponsorships/Partnerships

Examples of strategies used to accomplish the above tactics marketing tactics might include:

- Television
  - Direct Response:
    - Formulaic, informative feel
    - :60 & :120 formats
    - Phone number, web address, school specific call-to-action (CTA)
  - Emotive/visceral:
    - Focuses on the power of our core message (individualized learning)
    - Dependent on strong :30 and :60 spot to capitalize on available inventory
    - Tends to lift other measurable channels (SEM, inbound calls) and includes school branding
    - Spot example: http://bit.ly/nanthem
  - Hispanic TV:
    - Overall, generates a strong call response but low web traffic

- Radio
  - Utilizing traditional spots in top stations in key markets
  - Also airing in rural/non-measured markets on recommendation of paid agencies
  - Utah Spot example "Scholar": ***http://bit.ly/q4utrdo***

- New Media
  - YouTube
    - Pre-roll vide ads, users opt-in
    - Reaching out to behavioral (family/parenting interests) and demographic segments (age/gender)
    - Spot examples:
      - "You Have a Choice: : http://youtu.be/qh1jSmUPX-g
      - "Anthem": http://youtu.be/q938QqKIpgA
  - Facebook
    - Standard Ads
      - For lead generation, reaching out to HS students and parents, within specific interest categories

  - Custom Audience
    - Reaching out to an audience who has submitted a lead to K12 but has not yet enrolled
  - Facebook Exchange
    - Reaching out to people who have visited K12 from Facebook ad
  - Lookalike Campaign
    - Reaching out to people who have "similar" demographics to the list of individuals who submitted a lead to K12

- MSA-specific outreach campaigns
  - Identifying and reaching out to key segments: at-risk, underserved, low income, etc.
  - Develop relationships with local media buying agencies to assist in identifying value-add opportunities in key segments.
  - Engaging partnerships/sponsorships to focus on reaching key segments with meaningful experiential events

- Identify opportunities to demonstrate the success of online learning through firsthand accounts/stories from families and staff
  - PR agency assists in pitching student and school success stories

- Local Development Managers drive local marketing initiatives and tactics that include:
  - Strategic partnerships with local organizations who serve/support key segments
  - Participation in fairs, festivals and other local community events
  - Outreach to local community influencers
  - In-person and online information/conversion events

Management plan
A copy of the Idaho College and Career Readiness Academy /K12 Virtual Schools L.L.C. Educational Products and Services Agreement is found in Appendix 6 of this petition. Before entering into this agreement, the board determined that ~~it~~ K12 Inc. provides for a well-developed and viable management structure. Roles and responsibilities are also covered in Tab 2 in Administrative Services and Tab 5 in Governance.

The requirements for services and performance are clearly laid out in the services agreement with K12 Inc. The board will evaluate K12's performance annually utilizing the Evaluation Tool in Appendix 6. The Board will review monthly finance reports, monthly academic reports, evaluation of the data on student withdrawals and year over year retention rate, and most importantly student academic achievement. The Head of School will be required to provide this information at each board meeting. Even though the Head of School is not employed directly by the Board, the two entities must work hand in hand in order for the school to be successful. Establishing a strong line of communication and partnership between the Board and K12 Inc., the Board and the Head of School, and among all parties and the ~~sponsor~~ authorizing authority will be vital to the success IDCCRA is able to provide for students. The board has the authority to ask for additional information to review relative to the operation of the school if they desire. If the HOS is not responding to requests to the Board's satisfaction, the Board

does possess the authority to consult with K12 Inc. about potential ineffectual performance provided by the HOS.

Resumes of the IDCCRA directors and the petitioning group list are included in Appendix 5.

School's financial plan
Budget
The budget for IDCCRA will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education. Budgets will be presented annually at a public hearing in June of each year. Board approve budgets will be delivered to the State Department of Education as required prior to the start of the school year. Copies of the budget will be provided to the authorizing body. The budget will be prepared, approved and filed as prescribed by the State Department of Education guidelines.

Fiscal oversight will remain the responsibility of the IDCCRA Board. ~~Fiscal reports will be prepared and submitted to the Board monthly. The monthly reporting will ensure that we stay on track throughout the year. IDCCRA will have a fiscal audit conducted annually to ensure fiscal integrity.~~ Revenues estimates will be based on Support Unit Calculations, Salary Based Apportionment, and Transportation and Technology calculations. Revenues will transfer from the Idaho SDE to the school. In order for the transfer to take place, the school will acquire a DUNS number and a SAMS account.

Expenses will be coded by the business manager. Checks will be cut by the Central Office and returned to the business manager to be mailed.

The business manager will monitor the cash flows daily.

Will the business manager really monitor cash flows daily (that seems really frequent, unless you're in financial trouble). Also, will the board ever review cash flow actuals and projections? If so, how often?

Fiscal reports detailing revenues and expenses will be prepared and submitted to the Board monthly. The monthly reporting will ensure that ~~we~~ IDCCRA stays on track throughout the year. The Board can request special meetings or request additional financial information at their discretion. ~~IDCCRA will have a fiscal audit conducted annually to ensure fiscal integrity.~~

IDCCRA will have a fiscal audit conducted annually to ensure financial integrity. Balancing entries will take place at the conclusion of the audit.

How will you track / file the balancing entries and associated paperwork (invoices, etc.)?
Start-Up and Long Term Budget: The three-year operating budget, the first year month-by-month cash flow form, and the budget assumptions are included in Appendix 7, 8, and 9.

Income Sources: Funding sources will include state allocation per pupil and an Albertson Foundation Charter Start Grant.

Purchasing Process: IDCCRA Business Manager will ~~determine~~ confirm procedures for procuring goods and services, with approval of the Board of Directors. Initial sample of a possible purchasing process could look as follows:

1. A budget is approved by the board
2. Purchase requests are approved by the HOS
3. Business manager reviews invoices, codes them, and sends to the Board Treasurer for approval
4. Invoices go to accounting office, who cuts the check
5. Checks come to business manager for signature and mailing.

What about the processing of income / revenues? Who will be in charge of confirming receipt of revenues and checking for accuracy (of state payments, etc.)? Also, even if you do not anticipate having significant non-government revenues, since you could receive a donation from an individual, your revenue processing procedure should be developed in a manner that will allow you to address both state / federal funds received and other types of revenue.

Payroll Processing: Payroll will be fulfilled by the IDCCRA Business Manager, with approval of the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles.

Pre-opening plan and timeline
Please see Appendix 11 for the Pre-Opening Timeline

IDCCRA will not participate in fundraising activities.

I recommend you move this statement about fundraising to be in the "Income Sources" section.

~~**Liability Insurance** – *Idaho Code 33-5204(4)*~~

~~IDCCRA is working with an insurance broker to secure property and liability insurance and has received preliminary information and pricing. Please see Appendix 18 for a brochure and pricing sheet.~~

Transportation Services – *Idaho Code 33-5205(3)(t) and 33-5208(4)*

~~**Note: The budget should reflect estimated costs.**~~
As a virtual charter school, transportation services will not be required for academic attendance. Transportation to and from social events will be the responsibility of the students/families. Students under the age of 18 must not be the driver of any non-related students.

For students attending Special Education services, reimbursements for travel will be made. If a parent cannot transport the student, arrangements will be made for the student to be transported to and from the Special Education services meeting.

School Lunch Program – *IDAPA 08.02.04.202 and 08.03.01.401.10*

As the IDCCRA will be a virtual school, it will not participate in the federal student lunch program and will not provide school lunches. Free and reduced lunch data will be collected during enrollment.

Tab 9

Virtual Schools and Online Programs

Virtual School Definition – *Idaho Code 33-5202(a)(8)*

The heading of this section is confusing – I recommend you call it "The Virtual School" or similar, since it is your introduction to the virtual-specific aspects of IDCCRA.

Public Virtual School is defined in Section 33-5202A(8), Idaho Code, and means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. IDCCRA meets this definition by delivering a full-time, sequential program of synchronous and asynchronous instruction primarily through the use of technology via the internet for students in grades 9-12.

As stated in Tab 3, the vision of the IDCCRA board is to create a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently available in Idaho industries. It was decided on a virtual school because there are skill shortages, and students in need of those skills, statewide. Many of the educational districts in the major population centers of Idaho have already created Brick and Mortar Professional-Technical Schools. These schools provide young people in those geographic locations with unparalleled access to occupational skills. The gap, however, is being able to provide these opportunities to the academically at risk, underserved, or geographically dispersed student in Idaho that do not have access to those opportunities. IDCCRA will differ from all other virtual schools in Idaho in that we won't just have collection of random technical electives available for students to take, we will offer an occupational sequence of instruction as defined by the Idaho Division of Professional-Technical Education. Our students will graduate with the foundational skills required to be successful in pursuing post-secondary or occupational certifications.

The first two highlighted areas (above) note apparent typographical / grammatical errors. The final highlighted section states that you will provided a sequence of instruction per PTE requirements. If this is true and you plan to be a PTE school, that should be crystal clear in your mission, vision, and educational program section (Tab 1 and Tab 3). Those sections are not this clear / straightforward. Also, as previously mentioned (verbally and earlier in this petition), if you are going to be a PTE school, you need to outline how the process you will go through to be approved by PTE, including a detailed timeline, and provide documentation regarding your communication / collaboration with the PTE department.

Also, the following comment from the 8-16-13 review has not been adequately addressed (either in Virtual School section or the Learning Management System section below):

> I recommend you address… how you plan to implement PTE classes effectively in a virtual environment.

Learning Management System – *Idaho Code 33-5205(4)(a)*

The IDCCRA Board will retain oversight and control over the school's educational program, finances, and employees. The Board has selected K12 as its education partner. The roles of the relationship with K12 are clearly defined in Tab 2, Tab 5, and Tab 8. A copy of the services agreement is included in Appendix 6 and the evaluation tool that the IDCCRA Board will use to evaluate K12s performance as outlined in the Services Agreement is included in Appendix 6. Costs and services are clearly delineated in the Services Agreement.

The following comment from the 8-16-13 review has not been adequately addressed:

> In terms of your first sentence (above), can you please demonstrate *how* the IDCCRA will retain oversight and control over the schools educational program, finances, and employees? This is particularly true with employees. How will IDCCRA maintain oversight / control over employees if they are not employees of the board, but rather, are employees of K12? It appears that K12 have oversight / control of decisions regarding certain employees (Head of School, Business Manager). Can you explain how the IDCCRA board will have oversight / control in light of that arrangement?

Students, parents, teachers, administrators and the Board may continuously measure and receive reports on student achievement gains during the school year using the school's learning management and student information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized learning experience. The school will be using the following management tools which are components of the education program that K12 will provide to the school:

Learning Management System (LMS)
The LMS is an intuitive, web-based software platform. It provides access to more than 22,000 online lessons and courses; lesson/unit/term assessments; hands-on activities; alternative learning approaches; classroom collaboration tools; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tools. Students, parents and teachers can access the LMS with an Internet connection at any time.

K12 will utilize a customized platform provided by Pearson eCollege as its LMS for IDCCRA. This platform is currently used by all the K12 secondary school programs around the country and fully integrates with K12 courses. As a result, K12 has extensive experience on how to utilize the LMS for effective learning through state-of-the-art distance learning techniques.

IDCCRA will use the suite of curricula provided by K12, including the award-winning K^{12}, Aventa and A+ curriculum, per student need as determined by the academic administrators and teachers.

The K12 designed curriculum is based on more than fifty years of cognitive science research in the following areas:

- how students learn;
- the structure of expert knowledge in school subject areas;
- general instructional design principles, including research-based e-learning methods; and
- methods for teaching specific topics and addressing possible misconceptions on those topics.

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curricula, they also conduct evaluations of the assessment materials that are

used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula.

The K12 curriculum is also aligned to the mission and philosophy of IDCCRA to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery

For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K12 experience that is unlike any other.

K12 utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

Aventa Learning by K¹² has received national recognition for its thoroughly researched, carefully crafted, multi-media online curriculum. Aventa offers more than 140 online courses for middle school and high school students in grades 6-12. The breadth of its curriculum is extensive and includes Advanced Placement® (AP) courses, core courses, foreign languages, and credit recovery courses with ELL support. Its curriculum is offered in a rich, multi-media format, which includes avatars, Flash simulators, and videos.

As part of our commitment to staying current with leading-edge learning techniques, Aventa online courses are crafted based on recent research and educational developments, including Howard Gardner's Multiple Intelligences Theory, research by Alan Cohen and other important findings.

A+ provides research-based core curriculum instructional software for kindergarten through adult learners. A+ courseware is currently in use in over 15,000 public and private K–12 schools, charter schools, colleges, correctional institutions, centers of adult literacy, military education programs, and after-school learning centers.

K12 has won numerous awards in recognition of its web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* program (online and offline)
- Finalist, 2012 EdTech Digest Digital Textbook Award for *World History: Our Human Story*
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)
- Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum
- Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
- Finalist, 2011 AEP Distinguished Achievement Awards
    - Science: Environmental Science course
    - Science: Virtual Labs/Biology
    - Technology: Timed Reading Practice
    - Math: Math+ Program
- Finalist, 2011 The Software Information Industry Association, CODiE™ Awards
    - Best Mathematics Instructional Solution: Math+
    - Best Public Virtual School Solution for Students to K12 Inc.
- Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award to K12 Inc.
- Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: *K12 Inc. Honors Earth Science Program*
- Winner, 2009 AEP Distinguished Achievement Award, High School *Algebra* textbook
- Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in GreatSchools.net/*Business Week* January, 2009 School Rankings (*Both statewide online public schools use the K¹² curriculum.)*
- Co-Recipient with Florida Virtual Academy, 2007 ITFlorida Government Technology Leadership Award
- ComputED's Education Software Review Award for Innovation, 2007 Winner: *K¹² Online School (Learning Management System)*
- Finalist, 2006 AEP Distinguished Achievement Award for K¹² Grade 4 Art

The information about your LMS and the curriculum IDCCRA will have access to through K12 is much improved. However, earlier in this tab you state that "IDCCRA will differ from all other virtual schools in Idaho in that we won't just have collection of random technical electives available for students to take, we will offer an occupational sequence of instruction as defined by the Idaho Division of Professional-Technical Education." On the other hand, in the section about the curriculum you will receive from K12, you provide information about the variety of courses that K12 provides for all of its secondary schools. How will you ensure that the curriculum you offer is aligned to PTE rather than allowing students to choose electives?

Lesson Planning and Scheduling Tools
The K12 lesson planning and scheduling tools enable teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a student progresses through each lesson and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student's schedule will automatically adjust. Students and teachers will use these tools to establish assignment dates, and are designed to provide students and parents the visibility into upcoming assignments and course progress.

Progress Tracking Tools
Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course.

Student Administration Management System (SAMS)
SAMS, the master digital database, captures raw student data, stores it, organizes it, and integrates with other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School and MyInfo are two sides of SAMS. They are applications for administrators, teachers, parents, and students to use that display the information stored in the SAMS database. TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students' current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. Parents and students use MyInfo as a secure communications tool to track students' course progress, grades, and attendance history, and to check the status of course material shipments.

The Online Teacher – *Idaho Code 33-5205(4)(b)*

Students are served – in every course – by Highly Qualified Idaho certified teachers who are experts in their field of study and in the most effective online instructional techniques. This means that students taking 5 or 6 courses will most likely have 5-6 different teachers – one for each subject. It is the teacher's personal responsibility to ensure the academic success of each individual student in their class. Teachers are able to track progress of every student daily utilizing the LMS. Teachers will be able to tell at any time when the last time a student logged in, how much time was spent in the lesson, how much time was spent working, and which specific assignments were turned in. They engage students in the coursework and continually motivate them, monitor student progress in the course, as well as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments. They set the pace of the course through defining daily assignments and setting due dates, and support students through the use of synchronous (real time) and asynchronous (recorded sessions to review and refresh/remind/reteach) methods.

Learning coaches are usually parents or guardians, but can be any caring adult that the parent or guardian assigns to serve as the 'eyes and ears' and who work in conjunction with the teacher to ensure student success. The learning coach assumes the role that any parent would

assume in their student's education; to help ensure that the student is logging in daily and participating in school. They are responsible for confirming:

- Materials and equipment are received
- Computer equipment is working and reliable
- There is constant connectivity to the Internet
- Students are completing their daily assignments
- Students are submitting all required assignments to teachers on or before the due date
- Encourage and motivate students daily
- Check for student understanding of their coursework

Learning Coaches also work directly with teachers and Homeroom Advisors when support is needed to ensure student success.

~~All students provided~~ Instructional strategies provided through synchronous and asynchronous methodologies must be rooted in scientifically proven methods, supported by data, in order ~~to~~ for ~~improve~~ student achievement to be effectively improved. Live online instructional sessions are provided daily. Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history, and science.

Teacher to Student Interaction – *Idaho Code 33-5205(4)(d)*

Teachers will provide both synchronous and asynchronous instruction, and support to students and their learning coaches by phone, email, web conferencing and Instant Messaging. The teacher will provide direct instruction through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. In addition to the direct instruction sessions, teachers will conduct academic conferences with the learning coach and student, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons.

Teachers will be expected to contact students/Learning Coaches once a week to speak to the student's progress and concerns. If a student is having problems in class, the teacher, student, and LC can develop a strategy for helping the student get back on track. Teachers will make calls to the student to encourage them to attend extra classroom hours and tutoring sessions, but it will be critical for the LC to ensure that the student attends. If the task of being the LC becomes overwhelming for a certain parent, we can ask the family if there are other responsible adults that can participate in the role of LC. Multiple LCs are allowed and it would be expected that if more adults are interested in the student's well being, the more likely it will be that the student will participate and be successful. If a student is excelling in the class, the student will be able to work ahead.

The following question from the 8-16-13 review has not been adequately addressed:

> How will you address the needs of a student if their parent / guardian doesn't step up as their learning coach *and* the student struggles to identify another person?

Teachers will have regular classroom hours where they will be available to students at specific times in the day. Classroom hour availability will be two hours per week for each class. That will provide a varying amount of times that an instructor will be available to a student to help answer questions. It will be the expectation that teachers will respond to student questions within 24 hours (school days only) and return graded work within 3 school days. Large projects and research papers will be returned as quickly as possible.

Teachers will regularly review data from state and school based assessments to determine a student's need for additional instruction. Based on data, teachers may direct students to attend one on one tutoring sessions, complete additional assignments in the online school or through Study Island or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time assistance to students. Data is a tremendous tool that allows true differentiated instruction to occur at the point that will have the most impact for students.

Methods of Instruction:

- Online units and lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning
- Synchronous Instruction: Live online instructional sessions are provided daily.
- Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history and science.
- Asynchronous Instruction: All synchronous sessions are recorded and made available to students within their online course and course recorded library.
- Mini-lessons are pre-recorded to provide an introduction to new concepts, direct instruction and modeling of current course objectives, and a review of previously taught standards and objectives.
- Learning centers that provide in-person, tutoring in core subject areas.
- Advisors, Counselors, and Social Workers to support students, at differentiated student ratios based on at-risk characteristics of students served.

Homeroom Advisors monitor students' overall academic 'health' and attendance. They effectively "tie together" the students' educational experience at the school. They may follow students from grade to grade, and are responsible for building the school's student community which is connected to a larger National Student Body of students at other K12 network schools nationwide. They may serve as the instructors in orientation courses, to ensure that students are ready to learn and to succeed in IDCCRA. In addition, they serve as an important administrative resource – helping to pull together teachers and learning coaches for conferences when students need help. Homeroom Advisor Teachers will hold a format Parent/Teacher conference once per semester to discuss students' progress in school.

Academic Counselors ~~assist~~ will be available to assist students in selecting the correct pathway through high school, and to draft their post-graduation plans. Counselors are also crucial in that they assist students with non-academic issues related to social, emotional, or cognitive development and personal health and safety.

For students who qualify for special education services, a special education team, which ~~may include more but~~ at a minimum includes the parent(s), a general education teacher, a special education teacher, an administrator, and optimally, the student, to determine initial and tri-annual renewal of the student's eligibility, and develop and annually review the student's IEP which includes a transition plan for secondary students. The Special Education Teacher is responsible for monitoring progress towards IEP goals. The special education teachers partner with the student's assigned teachers in co-teaching activities that support special needs students learning providing accommodations and modifications as necessary and relevant to the student's performance. They provide suggestions/guidance to the student's assigned teacher on accommodations/modifications to be made to lessons or provide them directly to the students. They also support parents of the student to help them better support the child in the home learning environment in so far as the parent is willing and capable of providing special education services and being the learning coach. IDCCRA, however, is ultimately responsible for providing special education services to the student on an IEP. Our school also ensures – where appropriate and applicable – the delivery of other services to support students.

All students are assigned to a Homeroom, in which a designated certified teacher <u>advisor</u> provides additional guidance and academic/attendance support. This program allows students to quickly get acclimated to the school, policies, and procedures, learn valuable time management and study skills.

Since this final paragraph introduces the Homeroom and Homeroom Advisor concepts, it would make more sent if was directly after the bullet points (and before the additional information about Homeroom Advisors).

Professional Development – *Idaho Code 33-5205(4)(c)*

Teachers and Staff benefit from K12's Academic Services Group's ongoing professional development which provides a variety of resources to support teachers in their roles, particularly in the areas of curriculum and instruction. Professional development opportunities are a combination of K12's best practices and training along with required annual professional development for all teachers. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. ~~Teachers and staff will receive professional development on these and other topics, at various points throughout the year.~~

Professional development will begin as soon as the new teacher is hired with Virtual New Teacher Training (VNTT) for new teachers and staff, and continues with ongoing training monthly for new and experienced teachers. VNTT is designed to help new teachers get a fast start with the K12 model, K12 curriculum, K12 systems, communication, instruction, accountability and community through customizable paths. VNTT content is designed to be flexible and customizable to teacher needs. Please see Appendix 12 for the VNTT Syllabus. <u>Returning teachers will be required to complete online refresher training highlighting updates of curriculum and/or systems.</u>

In the week prior to the beginning of school, IDCCRA will conduct pre-opening Face-to-Face training for teachers to collaborate and share best practices based on what they have learned in

getting ready to setup classrooms and begin the new school year. Pre-opening Face-to-Face in-service events will take place annually at the beginning of the school year. Pre-opening in-service days are identified in the draft school calendar included in Appendix 16. Training events or book reviews, at the discretion of the HOS or teacher leads, may take place weekly during team staff meetings. Examples might be understanding CCSS or working with underserved and lower socio-economic students.

The description of additional teacher professional development supports is covered more in Tab 4 and Tab 6. Actually, you have much more info about professional development here, so I recommend deleting this and then referencing this section in Tab 6.

The paragraph below is confusing. How much ongoing training will be required and how much will be optional? What kinds of sessions will you require? How will you use ongoing training to ensure that teachers understand how to adjust their teaching practices for effectiveness in the virtual environment? Will optional trainings be offered to all teachers, or will they be expected / given the opportunity to find outside trainings they are interested in and get reimbursement / partial reimbursement for the cost of those trainings?

Optional and required ~~O~~ongoing Professional Development will consists of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered include assessment, technology, instructional strategies, and content, for example. ~~, professional development sessions around student and even teacher misconceptions by subject~~. An online real-time presentation tool is used to facilitate professional development.

Teachers are provided with necessary technology equipment, e-mail accounts, a dedicated teacher help desk for technology support, online classrooms, and operations support. Additionally, teachers are provided access to a comprehensive set of teacher and administrative tools, including customized reporting, to enhance effectiveness. FAQ's are also available to help teachers troubleshoot issues as they arise.

Many of the student supports and services, such as online videos on logging in, navigating the LMS and classrooms, finding, completing, and turning in assignments, calendars designed to help organize time efficiently, are also support services to the teacher as they aid the teacher in providing a successful student experience.

Teacher Evaluations – *IDAPA 08.02.02.120*

The teacher evaluation is designed to help all highly qualified teachers become highly effective virtual educators. The following beliefs should guide the teacher's development in this process:

- Effective teachers believe that all students can learn.
- Effective teachers are caring, fair, and respectful.
- Effective teachers hold high expectations for themselves and their students.
- Effective teachers dedicate time for preparation and reflection.
- Effective teachers are continuous learners.
- Effective teachers provide critical feedback for their peers.
- Effective teachers receive critical feedback from their peers, students, and learning coaches.

Teacher evaluations are designed to serve two purposes: to measure teacher competence and to foster professional development and growth. The IDCCRA teacher evaluation system will provide teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from administrators and other teachers on how to make changes in their instructional strategies. To achieve these goals, evaluators will first set specific procedures and standards. The standards will follow Charlotte Danielson's Framework for Teaching:

- Planning and preparation,
- Classroom Environment,
- Instruction, and
- Professional responsibilities.

Teacher evaluations will consider a variety of teaching skills in a variety of ways including:

- Observing classroom activities. The goal of class observations is to obtain a representative sample of a teacher's performance in the classroom. Observations can be formal and planned or informal and unannounced. Both forms of evaluation can provide valuable information.
- Reviewing lesson plans and classroom records. Lesson plans can reflect how well a teacher has thought through instructional goals. Looking at classroom records, such as tests and assignments, can indicate how well a teacher has linked lesson plans, instruction, and testing.
- Expanding the number of people involved in the evaluations to include principals or teacher supervisors, peers and students.

The administrator will conduct an evaluation of each staff member by February 13 and a second evaluation prior to the end of each school year using evaluative tools created using the Charlotte Danielson Method. Both evaluations will include content currently required by the Idaho State Department of Education. See Appendix 19 for Evaluation Tools.

If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement, or a dismissal process will be initiated. The administrator will assist the teacher who is performing below a satisfactory level with developing their personal improvement plan. The plan will be monitored by the Principal and may include additional training, mentoring, or classes as needed.

The teacher evaluation plan that you put forward based on Charlotte Danielson's Framework is strong. However, it is commonly used for brick and mortar schools. How will you revise / supplement it to address the evaluation of teaching strategies specifically needed in the virtual environment?

District Evaluation Policy – *IDAPA 08.02.02.120* You do not need this section, since it is duplicative (also about teacher evaluation and addressed in the section above) and it is already in Tab 6.

IDCCRA will follow the personnel practices required by Idaho Code 33-513 and IDAPA 08.02.02.120, to include supervision, evaluation, and dismissal. The IDCCRA Board will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certified personnel are aligned to the Charlotte Danielson's Framework for Teaching Second Edition, or the model currently used by the SDE.

Domains include:

1. Planning and Preparation
2. Learning Environment
3. Instruction and Use of Assessment
4. Professional Responsibilities

Once the school is approved and the administration hired, a detailed evaluation model utilizing all the necessary requirements will be developed that could also include the use of school data, observations, surveys, student feedback, etc., for use in professional development to cultivate teacher growth. New teacher training will be conducted in accordance with the K12 Virtual New Teacher Training located in Appendix 12 to help new teachers be successful when entering a virtual classroom and continuous Professional Development opportunities will be offered annually in accordance with the Additional MSES goal in Tab 4.

Administrator Evaluations – *IDAPA 08.02.02.120* You do not need this section since it is already in Tab 6 and no additional information is provided. Feel free to delete it and reference Tab 6 here instead.

A sub-committee of the IDCCRA Board will evaluate the Head of School and the performance of the IDCCRA contracted curriculum provider annually. The committee will use evaluative tools covering the following areas; general contract compliance, educational program, human relations, financial and operations, and student records and data. The sub-committee will make a recommendation to the Board of whether or not to continue the contract. The evaluation period will be from July 1 through June 30th annually. Please see Appendix 6 for the sample evaluation tool.

~~**Teacher to Student Interaction** – *Idaho Code 33-5205(4)(d)*~~

~~Teachers will provide both synchronous and asynchronous instruction, and support to students and their learning coaches by phone, email, web conferencing and Instant Messaging. The teacher will provide direct instruction through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. In addition to the direct instruction sessions, teachers will conduct academic conferences with the learning coach and student, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. Teachers will have regular classroom hours where they will be available to students at specific times in the day. It will be the expectation that teachers will respond to student questions within 24 hours (school days only) and return graded work within 3 school days. Large projects and research papers will be returned as quickly as possible.~~

~~Teachers will regularly review data from state and school based assessments to determine a student's need for additional instruction. Based on data, teachers may direct students to attend one on one tutoring sessions, complete additional assignments in the online school or through Study Island or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time assistance to students. Data is a tremendous tool that allows true differentiated instruction to occur at the point that will have the most impact for students.~~

Student Attendance Verification – *Idaho Code 33-5205(4)(e)*

Idaho Code 33-5208 (8) (a) states that each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

IDCCRA will utilize the academic progress method to measure attendance and award credit.

BlackBoard Connect and the K12 LMS are capable of monitoring a student's online time. Reports can be generated that can show what day and what time a student logs in, what class they entered, and how much work per class has been done on any given day. Academic progress can also be measured through the K12 LMS. It is recommended that students complete a defined amount of progress in their school work each day in order to complete ~~a~~ 100% of the course work by the conclusion of the semester. The percentage of work required daily will be utilized in a calculation to measure and report a student's academic progress.

Idaho Code 33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

- Grades 9-12 990 Hours

A calendar will be developed that will allow for students to meet the time requirements. Credit for a course will be provided once a course is completed. If a student completes the assigned coursework and passes all tests and quizzes with appropriate scores within the semester, they will be awarded credit for the class. A student must pass a class with a 60% or above to be awarded credit. A description of grading policies and how the student earns credits is covered on page 10 in the Student/Parent Handbook in Appendix 15.

Data Collection measures and strategies for administering standardized tests are thoroughly covered in Tab 3 and/or Tab 4.

Technical Support – *Idaho Code 33-5205(4)(f)*

As part of the agreement between IDCCRA and K12, K12's Technical Support will include web-based, email and phone support. All support personnel are knowledgeable in OLS use and have received training on resolving technical support problems. K12 Technical Support includes the following web-based support areas:

1) Using the Online School (OLS)
2) K12 Supplied Computer Equipment
3) Personal Computers
4) Connectivity—ISP, Firewall, Troubleshooting
5) Materials
6) Account Information
7) Learning Coach Resources
8) Online Tutorials
9) Contact Phone Numbers
10) Request for Support

K12's phone center includes support in three (3) general areas:

1) Customer Care (using the LMS, shipment of materials);
2) Technical Support (available only for K12 issued equipment or K12 systems);
3) Enrollment Consultants (assistance for enrolling students).

K12 Technical Support is managed by a mature Customer Care organization. Customers can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K12 website:

- Phone Support: The K12 Call Center is staffed to handle technical support issues 24 hours per day, 7 days per week. The telephone number and hours of operation are provided on the K12 Customer Support portal.
- E-mail: E-mail support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K12 Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K12 responds within 24 business hours of receiving a customer e-mail inquiry.
- Self Help: Self help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K12 Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, teaching resources, software downloads, and other information on common issues.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems & Technology, Product Development, Customer Fulfillment, etc., if required.

Student to Student Interaction Opportunities – *Idaho Code 33-5205(4)(g)*

I recommend moving Student-to-Student Interaction to be directly after the Student-Teacher Interaction section (for logical flow and to align with the PER).

Establishing a sense of school community is a high priority of IDCCRA and is an important part of a successful virtual school in just the same way as in a traditional school. Because we are not a physical school, we do not offer the same array of extracurricular offerings. We will, however, use newsletters, message boards, and an IDCCRA website to post recommended activities, identify interesting places for field trips, and facilitate events and gatherings, and list suggestions from other parents about what is enriching their children's lives.

In addition to student interaction during online class time, our extracurricular activities will focus on developing a strong sense of "community" among our students. Throughout the year, students will be invited to participate in school outings, field trips (e.g., to historical sites, museums, zoos), picnics, and other social events. We expect local clusters of students and parents to get together on a regular basis in their areas. We will also explore new ways to interact socially using the powerful reach of the Internet. With online discussions and forums, new types of communities can be formed that are based not on geography and place but on shared interests.

Examples of Parent Support and Student Enrichment includes:

- Learning Coach Support
  - Learning Coach Institute – sessions to help onboard new families
  - Mentor Circles – informal sessions to connect parents

  - Ongoing Parent Education – in-year speaker series sessions
  - Co-ops – documents and guidance on where to go to connect and how to start a co-op
  - Roundtable Sessions – topic-specific sessions
  - Booster Program – local parent volunteer program for each school
  - Learning Coach Live – a widget that provides live assistance to families
  - Brown Bag Sessions – listening sessions for school staff to hear from parents.
  -

- Student Enrichment
  - K12 International Clubs – Over 100 online clubs available worldwide
    - Examples include: Stock Market, Creative Writing, Chess, Quiz Bowl, Foreign Languages
  - Student Competitions including Art Competition and National Spelling Bee
  - Charitable Opportunities including Alex's Lemonade Stand Foundation, American Red Cross, Seeds of Change
  - K12 Summer camps - 24 online camps over the summer

~~We~~ IDCCRA plans to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.) IDCCRA teachers will be in charge of monitoring student clubs. IDCCRA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. Students in the school council club will have the opportunity to provide input into how better to engage students and make them successful in an online environment.

The following questions from the 8-16-13 review have not been addressed:

> Since you plan to offer a school council and community service club, can you describe those in more detail? What role will the school council have in giving a student voice to the workings of the school?

~~IDCCRA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. It is normal for new schools to wait for student interest before making a final decision on what the exact extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of IDCCRA and is an important part of a successful virtual school in just the same way as in a traditional school.~~

~~In addition, unlike most other schools,~~ Additionally, IDCCRA's students will be able to connect with K12 students around the world in robust online extracurricular programs via K12 International Clubs. These clubs for students in Grades 9 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative Writing, Debate, Forensic Science, Geography, Health and Fitness, Music, Math, MS International, Photography, Sports, Story Seekers, Virtual Field Trips, Volunteer, and Yoga.

In order to develop interest and to recruit students to clubs, IDCCRA will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation of the school's offerings. Each interest or activity group develops a presentation for *Blackboard Collaborate*. All of these clubs will have a space on thebigthinK12 (an online community designed to bring together our parents, high school students and schools

to share information and resources specifically focused on their school) and students are encouraged to share their ideas and thoughts on each club space.

The IDCCRA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning.

Equal Access – *Idaho Code 33-5205(4)(h)*

Each student will be loaned a laptop and printer with printer cartridges for the duration of their ~~students'~~ enrollment in the school. Families will have the option to use the Internet connection of their choice. The school will provide an internet stipend to reduce the cost of their Internet service. The computers and printers are the property of the school and must be returned when the student is no longer enrolled in IDCCRA. The laptops provided to students are all equipped with the minimum hardware and software requirements listed below:

Minimum Hardware Specs:
OS Windows XP or OS X 10.4
Processor Pentium 3 500 MHz
RAM 256 MB
Hard Drive 40 GB
Audio Speakers and a microphone, or headset with a microphone
Video 1024x768 resolution at 256-bit color
CD-Rom 12x
Browser IE 6.0 or greater (highly recommended), Netscape 7.1, Safari 2.0, or Firefox 1.5
Internet Broadband (recommended, as the content was designed for high-speed.
(The user experience may be diminished on dial-up.)

Minimum Software Required (Free):
Java 2 www.sun.com
Flash 9 http://www.adobe.com/
Acrobat Reader http://www.adobe.com/products/acrobat/readstep2.html
Shockwave 10 http://www.adobe.com/shockwave/download/
Windows Media Player 10 http://windows.microsoft.com/en-US/windows/products/windows-media-player
QuickTime 4 www.apple.com/quicktime/download
Math Player (IE; necessary for Virtual Sage courses only)
www.dessci.com/en/products/mathplayer/versionhistory.htm)
Multi-page TIF image viewer
E-mail client with working e-mail address

Minimum Other Software Required:
Microsoft Office Suite: Word and Excel
Antivirus Required

Browser Settings:
Pop-ups Enabled
JavaScript Enabled
Cookies Enabled

Additionally, all laptops include McAfee Web Protection software. Web-filtering software detects and prevents users from accessing websites which may contain offensive content or hidden threats. This protection is linked to any browser that is used to access the internet on this computer. Enabling and disabling McAfee Web Protection will not interfere with McAfee Anti-Virus Protection.

The paragraph (below) is helpful in understanding the online training available for families – how will you ensure that they know about the opportunity and encourage them to utilize it?

Students and parents can take advantage of the K12Start.com website to about all that the K12 educational systems have to offer. The K12 Start website is an interactive tutorial, to include videos dedicated to teaching students and parents how to be successful in an online environment. The home page starts with a series of orientation videos to help the family get started in navigating the system. Videos include setting up your account, high school orientation, and how to utilize the Kmail system. Subsequent lessons include managing your school account, navigating the system, expectations, college and career preparation, and parent access to student grades and assignments, etc. The Parent Support Network section includes instructional videos for parents, to include videos on how to connect with other families to provide/receive support. And, since there are clubs for students, the site also contains clubs for parents! This last sentence is unnecessary, since you have previously addressed the opportunities for parents / families to connect in a previous section.

Special Education Services – *Idaho Code 33-5205(3)(r)*

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate public education will be provided to students with disabilities in accordance with their Individualized Education Plans (IEPs).

IDCCRA will adopt and comply with the most up-to-date version of the "Idaho Special Education Manual" for the programming and development of individualized education plans, planning services, informing about the discipline policy, and providing transportation for special needs students, as necessary.

IDCCRA will provide needed accommodations and assistive technology for students with all disabilities outlined in the IEP and/or Section 504 Accommodation Plan.

If a student has a behavioral need, IDCCRA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, and will participate in the general education program to the greatest extent possible offered by IDCCRA and as determined by the IEP team.

The IDCCRA special education teacher will support students with disabilities and provide specially designed instruction through synchronous specially designed instruction and asynchronous contact which may include phone conferencing, email, and direct, specially designed instruction, via "real-time" interaction through web-conferencing tools. With web

conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

IDCCRA highly qualified special education teacher will provide special education academic support direct services as listed on a student's IEP synchronously via web conferencing or face to face, depending on the students unique needs. The Least Restrictive Environment in the virtual model is for the student to receive their academic support services virtually through web conferencing where the student logs onto a link and works live, synchronously, with their special education teacher. The student may otherwise meet with their special education teacher face to face in a community setting to receive their Special Education academic services, based on their individual learning needs. IDCCRA special education teachers provide specially designed instruction to students with special needs, as well as work with the parent and student's general education teacher(s) on the provision of accommodations and additional supports, to help the student be successful with their general education curriculum.

Students with related services on their IEPs will receive those services by licensed, approved, contracted providers located within the geographical vicinity of the student. Related services may also be delivered synchronously virtually in the home via web conferencing.

The IDCCRA special education teacher will maintain records of progress monitoring to ensure students are making progress toward meeting their IEP goals.

The provision of Special Education services is covered in detail in Tab 3.

Tab 10

Business Arrangements, Community Involvement, School Closure

Business Arrangements and Partnerships – *IDAPA 08.03.01.401.10*

The IDCCRA Board will retain oversight and control over the school's educational program, finances, and employees. However, ~~T~~the Board understood that it needed to hire an education service provider (ESP) to help operate an innovative school such as IDCCRA. As a result, it has selected K12 as its ESP ~~education partner~~ because K12 brings years of experience to the successful operation of an online school and is the best suited ESP for this particular type of school. There were three primary considerations in selecting an ESP. The ESP needed to have general experience in providing a virtual education program, it needed to be able to provide a nationally recognized comprehensive curriculum, and it needed to have experience with alternative education models.

K12 provides curricula, academic services, and learning solutions to public schools and districts, traditional classrooms, blended school programs, and families. It has worked with more than 2,000 school districts and has delivered more than four million courses over the past decade. K12's curriculum is rooted in decades of research combined with 21st-century technology by cognitive scientists, interactive designers, and teachers. K12's portfolio of more than 550 unique courses and titles -- the most extensive in the technology-based education industry -- covers every core subject and four academic levels for high school including Honors and AP. K12 offers credit recovery courses, career-building electives, remediation support, six world languages, and a deep STEM offering. The K12 program is offered through K12 partner public schools in more than two-thirds of the states and the District of Columbia, and through private schools serving students in all 50 states and 85 countries.

In addition, K12 is the foremost ESP in addressing alternative education in a virtual learning environment, including those programs focused on at-risk students, career readiness and technical education. It recently hired a Senior Director to oversee career pathways/readiness in the product management and curriculum development area. The company has multiple pilot programs around the country focused on career and technical education and is in preliminary discussions with several other states, community colleges and authorizers about such programs.

Based on its experience, resources and innovative vision toward alternative virtual programs, K12 was the one viable option as an ESP for a statewide virtual program focused on career and technical education. As a result, the Board selected it as the ESP for its school program.

The roles of the relationship with K12 are clearly defined in Tab 2, Tab 5, and Tab 8. A copy of the services agreement is included in Appendix 6 and the evaluation tool that the IDCCRA Board will use to evaluate K12s performance as outlined in the Services Agreement is included in Appendix 6. Costs and services are clearly delineated in the Services Agreement.

In addition to the services agreement between IDCCRA and K12 Inc. (Appendix 6), IDCCRA intends to partner with local business and colleges to support student success in professional technical certificates. We will, for example, look to setup up an advisory committee of business leaders to provide input on trends in industry and to ensure that we are deploying the latest occupational practices. We will also reach out to technical colleges around Idaho to talk about concurrent credit and post-secondary educational opportunities. In Special Education, we will contract with Psychologists and Speech Pathologists around the state depending on need. We will reach out to and establish relationships as needed to ensure the success of the school. Emails in Appendix 6 demonstrate initial contacts with the Idaho Division of Professional-Technical Education. Insurance quotes are also referenced in Appendix 6.

The previous comment from the 8-16-13 review has not been adequately addressed:

> In this section, we are looking to see that you have begun to develop some relationships, especially those key to your educational program delivery. You should be in contact with potential partners, should identify them by name, and should provide documentation demonstrating that relationships are being developed in the appendices and reference it here (letters of intent, e-mails, quotes for services, etc.). You mention a number of areas above where you may build partnerships. Are any of these discussions underway? Have potential partners expressed a willingness to work with IDCCRA if you are approved (those are the types of letters / e-mails we're looking for). Also, you include PTE as a key area of focus in your educational program – have you developed relationships with the state PTE department?

To be more specific, in the highlighted section (above), you plan to partner with businesses and colleges. What kind of outreach / partnership development have you done? Please provide more detailed information (specific potential partners) and documentation (in the appendices) demonstrating that partnership development is underway with appropriate entities.

Also, you still haven't mentioned PTE in this section. That is a critical relationship for you to develop, and this section should make it clear what you intend your relationship to be (if you intend to be an approved PTE school) and where you are in the process, and then your appendices should include appropriate documentation to support your narrative (neither is true in this version of the petition).

Finally, in your appendices, you have a contract for legal services and information about charter school insurance, but neither of these is mentioned in this section (above). This section of your petition and the contracts, agreements, and relationship development documentation section of your appendices should match.

Plan for Termination – *Idaho Code 33-5205(3)(v) and 33-5206(9)*

- **Identification of who is responsible for dissolution of the charter school;** ~~As stated in the Articles of Incorporation in Appendix 1, upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation~~. The board <u>chair will be responsible for the termination of the school and will cooperate with the Charter Commission. When the Board determines that the school will be terminated, the board</u> will identify ~~individuals~~ a <u>designee</u> ~~and timelines~~ to be responsible for the distribution of the charter school. <u>The designee will not be a school administrator or staff. The designee will work under the direction of the board chair to coordinate the dissolution of the school. The Board will utilize the closure protocol adopted and in use by the Charter Commission at the time of the closure.</u>

Regarding your section above --- I have concerns about the identification of a "designee." How will a designee be identified? What kind of qualifications with the designee be required to have? Can the designee be a non-board member? If so, how will you ensure that the process is done appropriately, given that the school is ultimately the board's responsibility? Remember that closure is a significant process and it's critical it be done appropriately. Given the way your section is written, it seems the designee could be anyone, including the administrator or staff member. But, per previous comments, please note that it is not appropriate to have the school's administrator or another staff member be the primary person responsible for overseeing closure.

- **A description of how payment to creditors will be handled;**
  As stated in the Articles of Incorporation in Appendix 1, upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

  The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. The school Business Manager will pay all creditors. Per agreement with K12, funds are guaranteed to cover all school expenses. In the event K12 is not the ESP at the time of dissolution, the debts and obligations of the Corporation will be paid in the following priority:

  1. Secured creditors
  2. Unsecured creditors in the following order:
     a. Staff employed by the Board or Corporation (salary and benefits)
     b. Board expenses
     c. Rent
     d. Utilities
     e. All other accounts

  I have concerns about listing board expenses above rent and utilities. It seems to me that the board should be obligated to the contracts it has entered into before it covers its own costs.

  In the event there are not enough assets to pay the debts and obligations of a particular category or sub-category, the debts and liabilities of such category or sub category will be paid on a pro rata basis.

  The IDCCRA will identify and contract with an independent auditing organization to conduct the final audit. A copy of all audit results and requisite reports will be submitted to the Charter Commission, the State Department of Education, and other regulatory bodies as required by the Charter Commission.

- **A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and**
  Under the direction of the Board, the ~~administration~~ designee will provide advance notice to all students and parents regarding the closure of the school. The notice will include specific instructions on how to request student records be transferred to a school of their choice, and how to return school materials, equipment, or other property. The designee will attempt to contact previous families for whom the school still possesses student records. The designee will attempt contact by mail, email, and telephone using the last known contact information. The notification will explain how to request a transfer of student records to current schools, and how to receive student records after the school closes if necessary. All record transfers will take place within 10 days.

  Regarding the highlighted section above – that did not need to be changed. It is not uncommon or inappropriate for the board to request that the administration be a part of the process of notifying families about the school's closure (ideally, the board chair and administrator would do it together). Particularly if the designee is going to another board member or an outsider (which, per comments above, I have concerns about), that person may not be the ideal person to communicate closure to families and other stakeholders.

  Any remaining student records will be stored in a secure location for the legal limit required by an organization to be maintained. IDCCRA will maintain a Facebook page or similar social media mechanism ~~stating where remaining student records can be located~~ that will contain information on how families may request records be sent to the school of choice. Records will be sent within 10 days. ~~and how they can be retrieved.~~

- **A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.**
  As stated in the Articles of Incorporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation. Items purchased with Federal funds will not be sold by IDCCRA to satisfy creditors. Those items will be returned to the authorizer to be used in similar programs/schools.

- **A procedure for transferring personnel records to the employees.**
  Under the direction of the Board, the ~~administration~~ designee will provide advance notice to all employees regarding the closure of the school. Designee will ensure that employee personnel records are sent to employees within 30 days of the school closure. Every attempt will be made to contact previous employees for which the school still has personnel records to obtain an address to send the files. If the previous employees cannot be reached, the records will be stored in the same manner as the student records above. ~~Employees will be provided with their personnel file 30 days prior to the termination of employment.~~ See the above comments about administration vs. designee

Appendices

Appendix 1 – Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office

Appendix 2 – Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation

Appendix 3 – Include copies of the Elector petition forms to establish a charter school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications

Appendix 4 – Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education

Appendix 5 – Resumes of the directors of the nonprofit Corporation, including references

Appendix 6 – Copies of any contracts or lease agreements

Appendix 7 – Budget with assumptions form and supporting documentation

Appendix 8 – Completed three year operating budget form – submitted in IFARMs format and format as required by authorizer

Appendix 9 – First year month-by-month cash flow form

Appendix 10 – Descriptions of three or more proposed facility options located within the primary attendance area

Appendix 11 – Pre-opening Timeline

Appendix 12 – K12 Virtual New Teacher Training

Appendix 13 – Outreach activities designed to reach a broad audience

Appendix 14 – Interested Families List

Appendix 15 – Draft Student/Parent Handbook

Appendix 16 – Proposed School Calendar

Appendix 17 – Proposed Parent Survey

Appendix 18 – Idaho Public School Enrollment

Appendix 19 – Performance Evaluation Frameworks

Appendix 20 – Documentation for Application of Non-Profit Status

Appendix 21 – Board Training and Self Assessment

APPENDIX

1. Articles of Incorporation

FILED EFFECTIVE
2013 MAR 18 AM 9:34
SECRETARY OF STATE
STATE OF IDAHO

ARTICLES OF INCORPORATION

OF

IDAHO COLLEGE AND CAREER READINESS ACADEMY, INCORPORATED

The undersigned, acting as the incorporator of a nonprofit corporation ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the follow Articles of Incorporation ("Articles").

Article I

Name

The name of the Corporation is Idaho College and Career Readiness Academy, Incorporated.

Article II

Nonprofit Status

The Corporation is a nonprofit corporation.

Article III

Period of Duration

The period of duration of the Corporation is perpetual.

Article IV

Registered Office and Agent

The location of the Corporation is in the City of Boise, County of Ada and in the State of Idaho. The address of the initial registered office is 6200 N. Meeker Place, Boise, Idaho 83713, and the name of the initial registered agent at this address is Chris Yorgason.

Article V

Purposes

The purposed for which the Corporation is organized and will be operated are as follows:

IDAHO SECRETARY OF STATE
03/18/2013 05:00
CK: CASH CT: 207262 BH: 1365078
1 @ 30.00 = 30.00 INC NONP # 2

c197837

A. To establish, conduct, manage and maintain a public charter school, pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the Idaho Public Charter Schools Act of 1998, and as said law may, from time to time, be subsequently amended.

B. Charitable, educational, or scientific purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to accept donations of money, property, whether real or personal, or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefore, may not at that time lawfully carry on or do.

Article VI

Limitations

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, 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 in Article V hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

Article VII

Members

The corporation shall not have any members.

Article VIII

Board of Directors

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws and shall not be less than three (3). The initial Board of Directors are:

Kerry Wysocki, 14602 Purple Sage Road, Caldwell, Idaho 83607

Chris Wood, 5518 West Chandra Lane, Boise, Idaho 83705
Larry Howerton, 2401 West Main Street, Boise, Idaho 83702

The Directors, after the initial Board of Directors, shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

Article IX

Distribution on Dissolution

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

Article X

Incorporator

The name and street address of the incorporator is:
Kerry Wysocki, 14602 Purple Sage Road, Caldwell, Idaho 83607

Article XI

Bylaws

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws. The Board of Directors of the Corporation shall be authorized to amend the Corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

DATED this 14 day of MARCH, 2013

Kerry Wysocki
Incorporator

APPENDIX

2. Bylaws

BYLAWS OF

IDAHO COLLEGE AND CAREER READINESS ACADEMY, INCORPORATED

ARTICLE 1
OFFICES

Section 1.1 Registered Offices.
The registered office of the Corporation shall be at 6200 N. Meeker Place, Boise, Idaho 83713.

Section 1.2 Additional Offices.
The Corporation may also have offices at such other places, within the State of Idaho, as the Board of Directors may from time to time determine or as the business of the Corporation may require.

ARTICLE 2
MEMBERSHIP

Section 2.1 No Members.
The Corporation does not have members. All rights which otherwise would vest in members, including, without limitation, the right to elect directors, shall vest in the Board of Directors of the Corporation.

ARTICLE 3
DIRECTORS

Section 3.1 General Powers; Number; Tenure.

(a) The business of the Corporation shall be managed by its Board of Directors, which may exercise all powers of the Corporation and perform all lawful acts and things for and on behalf of the Corporation.

(b) Within the limits specified in this Article III, Section 1, the number of directors shall be determined by the Board of Directors, except that if no such determination is made, the number of directors shall be not less than three (3) nor more than nine (9), but may never be less than the number otherwise required by law.

(c) Except for the first Board of Directors named in the Articles of Incorporation, the directors shall be elected at the annual meeting of the Board of Directors except as provided in Section 2 of this Article III.

(1) Each director elected shall hold office until his successor is selected and shall qualify.
(2) The members of the first Board of Directors shall serve for a

term of three years from the date of incorporation of the Corporation.

(3) Additional directors shall serve for such terms as may be determined by the first Board of Directors, not to exceed a term of three years.

(4) The terms of subsequent members of the Board of Directors need not be uniform.

(5) The terms of these By-Laws will not prevent a Board Member from seeking to serve additional terms of office.

Section 3.2 Vacancies.
If any vacancies occur in the Board of Directors, or if any new directorships are created, they may be filled by vote of a majority of the directors then in office, although less than a quorum, or by a sole remaining director. Each director so chosen shall ~~hold office until the next annual meeting of the Board of Directors and until his successor is duly elected and shall qualify~~serve the unexpired term of the vacant position.

Section 3.3 Removal; Resignation.

(a) Unless otherwise provided by law or the Articles of Incorporation, any director or directors may be removed for cause, by the affirmative vote of a majority of the Board of Directors then in office. A director may be removed without cause by the affirmative vote of two-thirds of the directors then in office. The resulting vacancy ~~may be filled by the Board of Directors or, if the directors remaining in office constitute fewer than a quorum of the board they may fill the vacancy by the affirmative vote of a majority of all the directors remaining in office. The successor or successors shall serve the un-expired term of any removed director or directors~~shall be filled pursuant to Section 3.2.

(b) A director may resign at any time by giving written notice to the Board of Directors, the Chairman of the Board, ~~the President,~~ or the Secretary of the Corporation. Unless otherwise specified in such written notice, a resignation shall take effect upon delivery thereof to the Board of Directors or the designated officer. It shall not be necessary for a resignation to be accepted before it becomes effective.

(c) Any board action to remove a director shall not be valid unless each director is given at least seven (7) day's written notice that the matter will be voted upon at a director's meeting or unless notice is waived pursuant section 30-3-77, Idaho Code.

Section 3.4 Compensation.
Directors shall not be entitled to compensation for their services as directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending directors' meetings. ~~The compensation of directors may be on such~~

~~basis as is determined by the Board of Directors. Any director may waive compensation for any meeting. Any director receiving compensation under these provisions shall not be barred from serving the Corporation in any other capacity and receiving compensation and reimbursement for reasonable expenses for such other services.~~

ARTICLE 4
MEETINGS

Section 4.1 Place of Meetings.
The Board of Directors may hold meetings, both regular and special, either within or without the State of Idaho.

Section 4.2 Annual Meeting.
Annual meetings of the Board of Directors shall be held at the time of the regularly scheduled board meeting for the month of July, if not a legal holiday, or, if a legal holiday, then on the next regular business day following, at 4 P.M., Mountain Standard Time, or at such other date and time as shall, from time to time, be designated by the Board of Directors and stated in the notice of the meeting. At such annual meeting, the Board of Directors shall elect directors and officers, and transact such other business as may properly be brought before the meeting.

Section 4.3 Regular Meetings.
Additional regular meetings of the Board of Directors ~~may be held without notice, at such time and place as may, from time to time, be determined by the Board of Directors~~shall be held on the second Thursday of each month at 4:00 P.M., or as otherwise established by the Board. All meetings will be noticed in accordance with the open meeting requirements of Idaho Code §677-2340, et. seq.

Section 4.4 Special Meetings.
Special meetings of the Board of Directors may be called by the Chairman of the Board, on 24 hours notice to each director if such notice is communicated in person, by telephone or voice mail, by telegraph, teletype electronic mail (e-mail) or other electronic means, or, if sent by mail, seven (7) days after its deposit in the United States mail, as evidenced by sworn affidavit or postmark, if mailed correctly addressed with first class postage affixed, or two (2) days after the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee. Special meetings shall be called by the Chairman of the Board, when in the judgment of the Chairman of the Board (or Vice Chairman of the Board acting in the absence of the Chairman) such meeting is necessary to address exigent circumstances, on the written request of one-half or more of the number of directors then in office and notice of said meeting shall be given as provided in this Section. Any such notice need not state the purpose or purposes of such meeting except as provided in Article XI or as may be otherwise required by law.

Section 4.5 Quorum; Adjournments.
At all meetings of the Board of Directors, a majority of the directors then in office shall constitute a quorum for the transaction of business~~, except that in no event shall a quorum consist of fewer than the greater of one-third (1/3) of the directors in office or two (2) directors~~. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as may be otherwise specifically provided by law or the Articles of Incorporation. If a quorum is not present at any meeting of the Board of Directors, the directors present may adjourn the meeting, from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

Section 4.7 Meetings by Telephone or Similar Communications.
The Board of Directors may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting. Meetings by telephone or similar communications shall comply with the Open Meetings Law.

~~ARTICLE 5~~
~~COMMITTEES~~

~~Section 5.1 Executive Committee.~~
~~The Board of Directors, by resolution adopted by a majority of the whole Board, may appoint an Executive Committee consisting of not more than 5 directors, one of whom shall be designated as Chairman of the Executive Committee. Each member of the Executive Committee shall continue as a member thereof until the expiration of his term as a director, or his earlier resignation, unless sooner removed as a member or as a director.~~

~~Section 5.2 Powers.~~
~~Unless circumscribed by resolution of the Board appointing the Executive Committee or except as otherwise provided by law, the Executive Committee shall have and may exercise all of the powers and authority of the Board of Directors in the management of the business and affairs of the Corporation (except to amend these Bylaws or any other matters which by law or these Bylaws requires approval of the Board of Directors or of a majority thereof) and may authorize the seal of the Corporation to be affixed to all papers which may require it.~~

~~Section 5.3 Procedure; Meetings.~~
~~The Executive Committee shall fix its own rules of procedure and shall meet at such times and at such place or places as may be provided by such rules or as the members of the Executive Committee shall provide. The Executive Committee shall keep regular minutes of its meetings and deliver such minutes to the Board of Directors.~~

~~The Chairman of the Executive Committee, or in his absence, a member~~

of the Executive Committee chosen by a majority of the members present, shall preside at meetings of the Executive Committee, and another member thereof chosen by the Executive Committee shall act as Secretary of the Executive Committee.

Section 5.4 Quorum.
A majority of the Executive Committee shall constitute a quorum for the transaction of business. The affirmative vote of a majority of the quorum of the Executive Committee shall be required for any action of the Executive Committee; provided, however, that when an Executive Committee of one member is authorized under the provisions of Section 1 of this Article, such one member shall constitute a quorum.

Section 5.5 Other Committees.
The Board of Directors, by resolutions adopted by a majority of the whole Board, may appoint such other committee or committees as it shall deem advisable and with such functions and duties as the Board of Directors shall prescribe.

Section 5.6 Vacancies; Changes; Discharge.
The Board of Directors shall have the power at any time to fill vacancies in, to change the membership of, and to discharge any committee.

Section 5.7 Compensation.
Members of any committee shall not be entitled to such compensation for their services as members but are entitled to such reimbursement for any reasonable expenses incurred in attending committee meetings as may from time to time be fixed by the Board of Directors. Any member may waive compensation for any meeting. Any committee member receiving compensation under these provisions shall not be barred from serving the Corporation in any other capacity and from receiving compensation and reimbursement of reasonable expenses for such other services.

Section 5.8 Action by Consent.
Any action required or permitted to be taken at any meeting of any committee of the Board of Directors may be taken without a meeting if a written consent to such action is signed by all members of the committee and such written consent is filed with the minutes of its proceedings.

Section 5.9 Meetings by Telephone or Similar Communications.
The members of any committee designated by the Board of Directors may participate in a meeting of such committee by means of a conference telephone or similar communications equipment by means of which all persons participating is such meeting can hear each other and participation in such meeting shall constitute presence in person at such meeting.

ARTICLE ~~6~~5
NOTICES

Section ~~6~~5.1 Form; Delivery.
Whenever, under the provisions of law, the Certificate of Incorporation or these Bylaws, notice is required to be given to any director, it shall not be construed to mean personal notice unless otherwise specifically provided. Personal notice includes notice communicated in person, by telephone, voice mail, telegraph, teletype, electronic mail (e-mail), or other electronic means. Notice may be given in writing, by mail, addressed to such director, at his address as it appears on the records of the Corporation, with postage thereon prepaid. If notice is sent by mail, it is effective five (5) days after its deposit in the United States mail if mailed correctly addressed with first class postage affixed, or on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

Section ~~6~~5.2 Waiver.
Whenever any notice is required to be given under the provisions of law, the Certificate of Incorporation or these Bylaws, a written waiver thereof, signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed to be equivalent to such notice. In addition, any director who attends a meeting of the Board of Directors, without protesting at the commencement of the meeting the lack of notice thereof to him, shall be conclusively deemed to have waived notice of such meeting.

ARTICLE ~~7~~6
OFFICERS

Section ~~7~~6.1 Designations.
The officers of the Corporation shall by chosen by the Board of Directors. The Board of Directors may choose a Chairman of the Board, ~~a President,~~ a Vice-Chairman ~~President or Vice Presidents~~, a Secretary, a Treasurer, one or more Assistant Secretaries and/or Assistant Treasurers and other officers and agents as it shall deem necessary or appropriate. All officers of the Corporation shall exercise such powers and perform such duties as shall from time to time be determined by the Board of Directors. Any two (2) offices may be held by the same person, except for the offices of ~~President~~ Chairman and Secretary.

Section ~~7~~6.2 Term of Office; Removal.
The Board of Directors at its annual meeting shall appoint a ~~President~~Chairman, Vice-Chairman, a Secretary and a Treasurer. The Board of Directors may also appoint ~~a Chairman of the Board, a Vice President or Vice Presidents,~~ one or more Assistant Secretaries and/or Assistant Treasurers, and such other officers and agents as it shall deem necessary or appropriate. Officers elected or appointed shall serve for such term as may be designated by the Board of Directors. Any officer elected or appointed by the Board of Directors may be removed, with or without cause, at any time by the affirmative vote of a majority of the directors then in office. Such removal shall not prejudice the contract rights, if any, of the person so removed. A vacancy occurring in any office of the Corporation may be filled by the Board of Directors.

Section ~~7~~6.3 Compensation.
~~The salaries of all officers of the Corporation shall be fixed from time to time by the Board of Directors.~~ No ~~Director~~ Officer shall receive any compensation or salary from the Corporation other than that permitted for out of pocket travel and expenses associated with attendance at Board-related functions.

Section ~~7~~6.4 The Chairman of the Board.
The Chairman of the Board, if any, shall be an officer of the Corporation and, subject to the direction of the Board of Directors, shall perform such executive, supervisory and management functions and duties as may be assigned to him from time to time by the Board of Directors. He shall, if present, preside at all meetings of the Board of Directors.

Section ~~7~~6.5 The Vice Chairman.
The Vice Chairman, if any (or in the event there be more than one, the Vice Chairmen in the order designated, or in the absence of any designation, in the order of their election), shall, in the absence of the Chairman or in the event of his disability, perform the duties and exercise the powers of the Chairman and shall generally assist the Chairman and perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

Section ~~7~~6.6 The Secretary.
The Secretary, if any, shall attend all meetings of the Board of Directors and record all votes and the proceedings of the meetings in a book to be kept for that purpose and shall perform like duties for the Executive Committee or other committees, if required. He shall give, or cause to be given, notice of all special meetings of the Board or the President, under whose supervision he shall act. He shall have custody of the seal of the Corporation, and he, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it, and, when so affixed, the seal may be attested by his signature or by the signature of such Assistant Secretary. The Board of Directors may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing thereof by his signature. The Board of Directors may give general authority to any other individual to keep a record of all votes and the proceedings of all meetings, requiring such individual to provide the record of the meetings to the secretary to be maintained in the usual course of conduct for maintaining corporate records.

Section ~~7~~6.7 The Treasurer.
The Treasurer shall have the custody of the corporate funds and other valuable effects, including securities, and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may from time to time be designated by the Board of Directors. He shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Chairman of the Board, the President and the Board of Directors, at regular meetings of the Board, or whenever they may

require it, an account of all his transactions as Treasurer and of the financial condition of the Corporation.

ARTICLE ~~8~~7
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS

Section ~~8~~7.1 General Indemnification.
Reference is made to the Idaho Nonprofit Corporation Act, §30-3-88, Idaho Code. Particular reference is made to the class of persons (hereinafter called \\Indemnitees") who may be indemnified by an Idaho corporation, namely, any person (or the heirs, executors or administrators of such person) who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person is or was a director, officer, employee or agent of such corporation, or is or was serving at the request of such corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise. The Corporation shall (and is hereby obligated to) indemnify the Indemnitees, and each of them, in each and every situation where the Corporation is obligated to make such indemnification pursuant to the aforesaid statutory provisions. The Corporation shall indemnify the Indemnitees, and each of them, in each and every situation where, under the aforesaid statutory provisions, the Corporation is not obligated, but is nevertheless permitted or empowered, to make such indemnification, it being understood, that, before making such indemnification with respect to any situation covered under this sentence, the Corporation shall promptly make or cause to be made a determination as to whether each Indemnitee acted in good faith and in a manner such Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnitee's conduct was unlawful. No such indemnification shall be made (where not required by statute) unless it is determined that such Indemnitee acted in good faith and in a manner such Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation, and in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnitee's conduct was unlawful.

Section ~~8~~7.2 Insurance.
The Board of Directors may authorize the purchase of insurance on behalf of any director, officer, employee, or agent of the Corporation, or who while a director, officer, employee or agent of the Corporation is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise or employee benefit plan against any liability asserted against and incurred by him arising out of such person's position, whether or not the Corporation would have the power to indemnify such person against that liability

under law.

Section ~~8~~7.3 Chapter 42 Taxes.
Notwithstanding the foregoing provisions of this Article VII, the Corporation shall not indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as not in effect or as may hereafter be amended (the "Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Code, then, during such time, no payment would constitute an act of self-dealing or a taxable expenditure, as defined in Section 4941(d) or 4945(d), respectively, of the Code.

ARTICLE ~~9~~8
INVESTMENTS

Section ~~9~~8.1 Reinvestment.
The Corporation shall have the right to hold, manage, invest and reinvest the property received by it, in the discretion of the Board of Directors and without being restricted to the class of investments which any director is or may be permitted by law to make; provided, however, that no action may be taken by or on behalf of the Corporation if such action would result in the denial of the Corporation's income tax exemption under Section 501(c) of the Code (as defined in Section 3 of Article VII).

Section ~~9~~8.2 Commingling.
Upon receipt of any property, the Board of Directors may, subject to any limitations, conditions or requirements affecting the use of any property so received, add such property to or commingle such property with any other assets of the Corporation or hold such property as a separate fund if, in the sole discretion of the Board of Directors, such segregation is in the best interests of the Corporation.

ARTICLE ~~10~~9
EXEMPT ACTIVITIES

Section ~~10~~9.1 Exempt Activities.
Notwithstanding any other provision of these Bylaws, no director, officer, employee or other agent or representative of the Corporation shall take any action for or on behalf of the Corporation if such action is not permitted under Section 50l(c) (3) of the Code (as defined in Section 3 of Article VII).

ARTICLE ~~11~~10
GENERAL PROVISIONS

Section ~~11~~10.1 Fiscal Year.
The fiscal year of the Corporation shall be a period of twelve (12) months commencing on the first day of July in each year, or as otherwise determined from time to time by the Board of Trustees.

Section ~~11~~10.2 Seal.
The corporate seal shall have inscribed thereon the name of the Corporation and the words, “Corporate Seal” and “Idaho”.

Section ~~11~~10.3 Invalid or Unenforceable Provisions.
The invalidity or unenforceability of any particular provision of these Bylaws shall not affect the other provisions hereof, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provisions were omitted.

Section ~~11~~10.4 Conflict of Interest.
Any member of the Board of Directors of the Corporation may be present at or participate in a meeting of the Board of Directors or a committee of the Board of Directors which authorizes a transaction between a member of the Board of Directors and the Corporation or between the Corporation any other corporation, partnership, association, or other organization in which one (1) or more of its directors have a direct or indirect interest, if the material facts of the transaction and the director's relationship or interest as to the transaction are disclosed or are known to the Board of Directors or committee of the Board of Directors, and the Board or committee in good faith authorizes, approves or ratifies the transaction by the affirmative vote of a majority of the directors having no direct or indirect interest in the transaction, even though the disinterested directors be less than a quorum.

Interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee that authorizes the contract or transaction.

Notwithstanding the above, all board members are required to comply with all provisions of conflict of interest statutes, rules and board policies. Each board member, upon election or appointment to the board, will be required to sign the board conflict of interest policy,

Section ~~11~~10.5 Public Records and Open Meetings.
The Board of Directors of the Corporation shall abide by the Public Records Act and Open Meetings Law of the State of Idaho.

ARTICLE ~~12~~11
AMENDMENTS

Section ~~12~~11.1 Amendments.
The Board of Directors shall have the power to make, alter and repeal these Bylaws, and to adopt new bylaws, by an affirmative vote of a majority of the whole Board, provided that notice of the proposal to make, alter or repeal these Bylaws, or to adopt new bylaws, must be included in the notice of the meeting of the Board of Directors at which such action takes place.

ARTICLE ~~13~~12
DISSOLUTION

Section ~~13~~12.1 Dissolution.
Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115, Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be returned to the authorized chartering entity ~~for~~ or otherwise ~~distribution~~ distributed in accordance with applicable law.

CHAIRMAN'S CERTIFICATE

I, Kerry Wysocki, Board Chairman of THE IDAHO COLLEGE AND CAREER READINESS ACADEMY, Incorporated (the "corporation"), an Idaho corporation, DO HEREBY CERTIFY that the foregoing is a true and correct copy of the Corporation's Bylaws as adopted by the Board of Directors of the Corporation as of March 7, 2013.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Corporate Seal of the Corporation as of the 14th day of March, 2013.

_____
Kerry Wysocki
Chairman of the Board

Code of Ethics and Code relating to Nepotism
Idaho College and Career Readiness Academy Board of Directors

As a member of the Board of Directors of Idaho College and Career Readiness Academy, I will strive to improve student achievement in public education, and to that end I will:

- Recognize that the Board can only act as a whole and only exercise its powers and duties in a properly called meeting when a quorum is present to transact business. (105.0; 112.0)

- Recognize that I, as an individual board member, have no authority to act on behalf of the Idaho College and Career Readiness Academy, unless authorized by Board action. (105.0; 112.0)

- Not have any pecuniary interest, either directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the Idaho College and Career Readiness Academy. (105.0; 112.1)

- Not accept any compensation for services rendered as a Board member. (105.0; 112.1)

- Not enter into or execute any contract with the spouse of any member of the Board, the terms of which require the payment of public funds. (105.0, 112.1)

- Not act in any act of self-interest prohibited by any provision of the Idaho Code, our School's Charter, ByLaws or Articles of Incorporation. (105.0)

- Remember that my first and greatest concern must be the educational welfare of the students attending the Idaho College and Career Readiness Academy. (112.0)

- Work diligently to build and maintain a relationship of trust and respect with other board members, the Head of School, staff, students, parents and the community. (112.0)

- Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain. (112.0)

- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings. (112.0)

- Inform myself about current educational issues by individual study and through participation in programs which provide needed information. (112.0)

- Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups. (112.0)

- Respect the individual Board member's right to differ in opinion and focus on issues rather than personalities. (112.0)

- Work with other Board members to establish effective Board policies and to respect the responsibilities that properly are delegated to the school administration. (112.0)

- Communicate to other Board members and Head of School expressions of public reaction to Board Policies and school programs. (112.0)

- Refer complaints and concerns regarding staff or programs to the head of school or other appropriate staff, acting upon complaints only after failure of an administrative solution. (112.0)

- Vote to appoint, upon proper recommendation by the appropriate administrative officer those persons best qualified to serve as school staff and insist upon regular and impartial evaluation of all staff. (112.0)

- Respect the confidentiality of information that is privileged under applicable laws and take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable laws. (112.0)

Director Signature: _____ Date: _____

Further, I recognize the importance of the image of impropriety and bias in the operation of a virtual public charter school that utilizes the services of a Managed Services Provider. Accordingly, I will further strive to improve the image of such situations as follows and in addition to the provisions of Sections 33-507, 33-5204(a)(1), 33-5204(a)(2); 18-1351 through 18-1362, Idaho Code, I will abide by the additional following conflict of interest provisions:

- The wife, husband, child, sibling, or parent of an IDCCRA Board Member shall not be employed by IDCCRA. (112.1)

- The wife, husband, child, sibling, or parent of an IDCCRA Board Member shall not be employed by the Managed Services Provider of the school unless there has been full disclosure to the Board and an affirmative decision by the Board that such employment is not an actual or perceived conflict of interest. (112.1)

- No Board Member shall vote on nor attempt to influence the decisions of their fellow Board Members in their individual voting for any matter which is of a personal or private interest to the Board member. If any Board member has a personal or private interest in any matter to be decided before the Board, the Board member shall refrain from participation in the deliberations relating to such matter and shall abstain from voting on the subject matter at issue. (112.1)

- No Board Member shall act as an agent or solicitor in the sale or supply or goods or services to the school. (112.1)

- No Board Member shall participate in Board deliberations or discussions regarding the employment of the Board Member's relative or an individual who is related by blood or marriage within the second degree. (112.1)

- Policies of the school relating to the employment of relatives of employees of the school to assure that no actual conflict of interest occurs , including no direct supervisory or direct reporting responsibilities and no input relating to work responsibilities, salaries, hours, career progress, benefits or other terms or conditions of employment. (209.0)

Director Signature: _____ Date: _____

APPENDIX

3. Elector Petition Forms

Elector Signature Supplement

Elector signatures were gathered from around Idaho. When the signatures were taken to Ada County to have them confirmed as instructed, Ada County confirmed that only 21 verifiable signatures had been obtained. When concern was expressed over the confusion as a result of having submitted pages with 40 signatures, the response from Ada County was that they could only evaluate addresses in Ada County. When asked if signatures had to be sent to each county that addresses had been collected for, or if the signatures could be sent to just one location for verification, the response was that once a petition had been evaluated, it could not again be evaluated by another county per the Secretary of State. When the Secretary of State's office was contacted and the situation explained, the Secretary of State's office agreed to evaluate the signatures from outside of Ada County.

The results of the Secretary of State evaluations are included in ink on the bottom of the Elector Petition Sheets, signed by Betsie Kimbrough of the Secretary of State's office. When asked if the Secretary of State's office had a more formal mechanism for reporting confirmed signatures, she said no. She said that if there were questions about the authenticity of the evaluation results, she could be reached at the Secretary of State's office for confirmation.

The total number of confirmed signatures on the bottom of the 3 pages per the Secretary of State's Office is 36:

- 15 on one page
- 13 on one page
- 8 on one page

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

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

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 4 signatures on this petition are those of qualified electors.

Christopher D. Rich

By _____
Deputy Clerk

(4)

RECEIVED
ADA COUNTY ELECTIONS
2013 MAY 21 AM 10: 19

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Idaho College & Career Rodiness Academy
School District Where New Charter School will be Physically Located	Statewide School

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16	Renee McKenzie		1911 S. Candlewood Dr.	Nampa	484-5300	3-27-13
17	Cindy Agnew		1155 Crumarine Lp	Moscow	310246	3-27-13
18	Susi Morelos		721 W. Christopher St.	Meridian	870-8538	3-27-13
19	CURT MCKENZIE		1911 S. Candlewood	NAMPA	484-5300	3-27-13
20	Kirk Langer		1988 W Colchester	Eagle	890-0093	4-11-13
21	David New		665 Warm Springs	Boise	890-5655	4-11-13
22	Connie Robinson		5190 S. Stoaten	Boise	514-7041	4/11/13
23	Shelley Bennett		6571 W. Dufferin Ct.	Boise	860-0985	4/14/13
24	Malinda Jones		70 S. Inverness	Nampa	440-5458	4/21/13
25	Grant W. Jones		70 S. Inverness	Nampa	440-4613	4/24/13
26						
27						
28						
29						
30						

4 verified registered electors not in Ada Co.
Total valid signatures on this page: 8

3/22/2013

Betsi Kimbrough - Secretary of State's Office

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

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

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 9 signatures on this petition are those of qualified electors.

Christopher D. Rich

By _____ Deputy Clerk

DISTRICT COURT, 4th JUDICIAL DISTRICT OF THE STATE OF IDAHO IN AND FOR ADA COUNTY

(9)

RECEIVED
ADA COUNTY ELECTIONS
2013 MAY 21 AM 10: 19

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Idaho Career and College Readiness Academy
School District Where New Charter School will be Physically Located	State of Idaho

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16	HEIDI HIGGINS		1433 COLTON PLACE	POCATELLO	208.637.0250	3/21/13
17	Christopher Wood		5518 W. Chandra Ln	Boise	208-914-3080	3-21-13
18	Christopher Yorgason		4731 N Stream Pl	Meridian	208 861 3332	3-21-13
19	Jane Wittmeyer		6150 S. Settlement Wy	Boise	208-899-9656	3-21-13
20	Suzanne Budge		3900 N. Huckleberry Way	Boise	208-342-7241	3-21-13
21	KENNETH R BURGESS		7200 McMULLEN St	BOISE	208 322-1390	3-21-13
22	KERRY L. WYSOCKI		14602 PURPLE SAGE Rd.	caldwell	208-870-7218	3-27-13
23	Steven W. Melcher		4107 W. Sherman Ave	Nampa	2084672668	4-2-13
24	Holly MELCHER		407 W. SHERMAN AVE	NAMPA	208-467-2668	4/2/13
25	Cory Adamson		10449 West Mohawk	Boise	808-949-1022	4-12-13
26	Li Anthony Blazek		4388 Chinden	Boise	208-329-3292	4-12-13
27	Bill Byrd		1073 N. Biltmore	Meridian	208-884-8262	4-12-13
28	DAVE SPERRY		3955 MESA VIEW LN	BOISE	208-867-0495	4-12-13
29	Robert Booth		4916 McNealy	Meridian	208-761-9169	4-21-13
30	Sarah Booth		4916 McNealy	Meridian	208 761 9169	4-21-13

4 verified registered electors not in Ada Co.
Total valid signatures on this page = 13
Betsi Kimbrough - Secretary of State's Office.

3/17/2013

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

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

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 8 signatures on this petition are those of qualified electors.

Christopher D. Rich

By _____ Deputy Clerk

(8)

RECEIVED
ADA COUNTY ELECTIONS
2013 MAY 21 AM 10:19

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Idaho College & Career Readiness Academy
School District Where New Charter School will be Physically Located	Statewide School

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1	John Brent Olmstead		6150 S Settlement Way	Boise	971-1444	3/26/13
2	TRENT CLARK		90 N ZE	SODA SPRINGS	547-4035	3/26/13
3	ROBERT NAEREBOUT		952 TROTTER DRIVE	TWIN FALLS	308-3382	3/26/13
4	MARK DUNHAM		3265 Agate	BOISE	891-8884	3-26-13
5	KEN MCCLURE		9440 W. Pebble Brook	Boise	853-1945	3/26/13
6	JEREMY CHOU		451 W. HIBISCUS ST.	Boise	8600297	3/26/13
7	Jim Riley		10392 Morris Rd, Ida	Hayden Lake	667-4641	3/26/13
8	Nate Fisher		3416 Bogus Basin	Boise	344-5019	3/26/13
9	Tom LeClaire		1923 E Pratt	meridian	724-6571	3/26/13
10	Briana LeClaire		1923 E. Pratt	Meridian	724-6311	3/26/13
11	CHRIS FINCH		568 S. Widgeon St	POST FALLS	209 743-2643	3/26/13
12	Shelly Matthews		20505 N Pinehurst Ln	Rathdrum	208 661 4321	3/26/13
13	John VanPeenen		5311 Ridgecrest	Nampa	402-1587	3/26/13
14	Steve V. ck		2140 E Hunley Ave	Dalton Gardens	819-4189	3/26/13
15	CLIFFORD R. BAYER		8020 W. AMITY RD.	BOISE 09	362-5058	3/26/13

7 verified registered electors not in Ada Co.

Total valid signatures on this page = 15

3/22/2013

Betsi Kimbrough - Secretary of State's Office

APPENDIX

4. Workshop Attendance

Think Charter Schools
it's all about the students

Certificate of Attendance

This certificate is awarded to

Monti Pittman

For attending the Charter Start! 101 Workshop

February 28th & March 1, 2013

DEPARTMENT OF EDUCATION
STATE OF IDAHO

Michelle Clement Taylor

School Choice Coordinator

Think Charter Schools
it's all about the students

Certificate of Attendance

This certificate is awarded to

Todd Thorpe

For attending the Charter Start! 101 Workshop

February 28th & March 1, 2013

DEPARTMENT OF EDUCATION
STATE OF IDAHO

Michelle Clement Taylor

School Choice Coordinator

APPENDIX

5. Board Resumes

Kerry L. Wysocki (208) 870-7218
14602 Purple Sage Rd., Caldwell, ID 83607 kerry@nwmachandmfg.com

Professional Profile

General Manager of Northwest Machining & Mfg., Inc. A precision machine shop which manufactures parts for the Aerospace Industry, Nuclear Industry, Defense Industry, Oil Field and may others. Northwest Machining currently employees 61 personnel.

Responsibilities include, all aspects of management of a small business including:

Managing all administrative functions.

Managing all manufacturing functions.

Member of the Advisory committees for:

College of Western Idaho, Precision Machining Program

Derryl A. Dennis Professional Technical Education Center, Machine Shop Program

Chairman for the Skills USA Idaho Precision Machining Competition.

Work History

General Manager	Northwest Machining & Mfg., Inc., Meridian, ID	January 1991-Current
Lead Tool Design Engineer	Boeing Company, Seattle, WA	August 1984-January 1991

Education

BSME	University of Portland, Portland OR	June 1984

References

Don Eshelby	**Doug Thompson**
Idaho Division of Professional-Technical Education Program Manager (Retired)	Self Employed
208-409-2298	208-888-4850

PERSONAL RESUME FOR

ORVAL O MAULDIN
3032 N BLUE SPRINGS AVENUE
MERIDIAN, IDAHO 83646
PHONE: 208-870-8518
E-MAIL-ORVAL@REHABAUTHORJTY.COM

EDUCATIONAL BACKGROUND

Graduate, Jerome High School, Jerome, ID, 1953
Business Diploma, Twin Falls Business College, Twin Falls, ID, 1954
Bachelor of Arts, Idaho State University (College), Pocatello, ID, 1960
Majors: Education, English, Business

WORK HISTORY:

SCHOOL TEACHER:
Marshall Jr. High School, Long Beach, CA, 1961-66- Typing
Santa Fe Springs High School, Whittier, CA, 1966-68 - English
Clearfield High School, Clearfield, UT, 1968-72 - English

BUSINESS OWNER:
Terminix Pest Control franchise, Twin Falls, ID, 1974-93
Insurance Risk Surveyor/Premium Auditor, Golden Coast Services, Colorado
Co-Founder, Partner/CFO, RehabAuthority Physical Therapy, LLC, Boise, ID, 1999-2004

RETIRED, 2004 (Currently golf coach, Liberty Charter School, Nampa, ID)

REFERENCES:

Shari Dodge, 208-880-3632
Jessie Marbry, 208-898-9696
Kevin Sorensen, 208-908-8801

Stakeholders involved in the development of the petition

Name	Roll	Involved After Opening
Kerry Wysocki	Board Chair/Treasurer	Yes
Chris Wood	Vice Chair/Secretary	Yes
Larry Howerton	Director	No
Orval Mauldin	Director	Yes
Chris Yorgason	IDCCRA Legal Counsel	Yes
Monti Pittman	K12 Administrator	Yes
Todd Thorpe	K12 Administrator	No

APPENDIX

6. Contracts

From: Glenn Orthel
To: Pittman, Monti
Subject: Regional PTS Charter School Application
Date: Tuesday, February 12, 2013 3:36:14 PM
Attachments: [redacted]

Attached is file.

Glenn Orthel
Certification and Professional Development Coordinator
Idaho Professional-Technical Education
650 West State Street, Suite 324
Boise, Idaho 83720
Ph: 208.334.3216
Fax: 208.334.2365

From: Joanne Clovis
To: Pittman, Monti
Subject: Contacts
Date: Thursday, August 22, 2013 2:54:06 PM

Patty Bowles, Allied Health Coordinator
Workforce Training
Lewis-Clark State College
208-792-2924
pdbowles@lcsc.edu
www.lcsc.edu/wft/

Sheri Daly, RN
Region 2 Professional-Technical Academy
Health Professions Coordinator/Instructor
HOSA State Advisory Board of Directors
School Nurse - Cottonwood JSD 242
P.O. Box 540
Cottonwood, ID. 83522
Work (208)962-3901
Fax (866)525-1480

Joanne

Joanne Clovis, RN, BSN, M.Ed.
Health Professions Program Manager/State HOSA Advisor
IDAHO Division of Professional-Technical Education
650 West State Street
P.O. Box 83720, Suite #324
Boise, ID 83720-0095
P: 208-334-3216
F: 208-334-2365

"Giant obstacles are brilliant opportunities, brilliantly disguised as giant obstacles."
Rev. William Sloan Coffin

YORGASON
LAW OFFICES, PLLC

March 7, 2013

Board of Directors
Idaho College and Career Readiness Academy
14602 Purple Sage Road
Caldwell, Idaho 83607

RE: *Legal Services Agreement*

Dear Board:

I ("Attorney") am pleased to welcome Idaho College and Career Readiness Academy ("ICCRA" or "Client") as a client. This letter sets forth the terms of our engagement.

You are retaining me to provide legal services in connection with ICCRA's activities as a public charter school, including but not limited to general corporate representation of ICCRA.

Attorney shall provide legal advice and representation, and shall perform such tasks and services as are necessary, in the Attorney's judgment, to accomplish this duty. The Attorney's role is primarily that of adviser and counselor, not decision maker, and you are expected and required to authorize major decisions regarding the outcome or conduct of the representation. Such "major decisions" might include, but are not necessarily limited to, settlement authority or terms, approval for filing dispositive substantive motions, employment of expert witnesses or consultants, and initiation or participation in litigation or appeal proceedings. Any litigation also includes "additional decisions" involving matters of execution, strategy or tactics which, due to scope, timing, or other factors will generally be addressed without formal approval by you. Such "additional decisions" might include, but are not necessarily limited to, structure and presentation of written and oral argument and selection of exhibits, witnesses, terminology or techniques used in argument; routine correspondence with court staff, agency personnel or opposing counsel; direction and scope of legal research efforts; and other specific decisions of a tactical nature.

You further agree: (1) to regularly communicate with the Attorney and advise them of any changes in your goals or expectations in the representation, concerns about the existence or disclosure of privileged communications, and any material factual developments that could influence the outcome or strategic posture of any litigation and representation; (2) to abide by, and make reasonable efforts to ensure compliance with any instructions provided by the Attorney regarding strategic matters and communications with the media or the general public regarding any litigation and representation; and (3) to vigorously protect and defend the attorney-client privilege, attorney work-product privilege, and other protections covering communications between you and the Attorney that are conducted in confidence and address matters pertaining to any litigation or representation.

CHRIS YORGASON
6200 N MEEKER PLACE
BOISE, ID 83713
P: (208) 861-3332
F: (208) 375-3271

The Attorney is initially hired to work with ICCRA through its organizational and charter application process. This includes, but is not limited to, review of corporate documents, assistance with 501(c)(3) application, and assistance with charter petition. Attorney shall be compensated at an hourly rate of One Hundred Fifty Dollars ($150.00) per hour, plus mileage.

In the event ICCRA further retains attorney to serve as general counsel after approval of the charter petition, the Attorney shall be compensated with a monthly retainer for services performed. The retainer for services performed by Attorney shall be Five Hundred Dollars ($500.00) per month, plus mileage. The retainer shall include all communications (letters, emails and telephone conferences) and other reasonable expenses related to representation, which typically include, but may not be limited to, telephone charges, including long distance and wireless charges, photocopy, fax, transcript fees, computerized legal research, meals, and similar expenses. Attendance at board meetings other meetings and projects outside the general representation shall be billed at One Hundred Dollars ($100.00) per hour, plus mileage. Litigation or other large projects outside the scope of general representation are not covered under this retainer agreement and Client and Attorney agree to discuss the best options for representation of the Client in those matters, which may include the retainer of outside counsel.

As legal consultant to Client, the Attorney will refuse any new relationship or agreement which may tend to conflict with the interests of a current client. On rare occasions, conflicts develop among the interests of existing clients; in those cases, the Attorney will make every effort to resolve the conflicts in such a way as to allow uninterrupted representation for Client. The Attorney does not anticipate any issue arising under this Agreement that would require the Attorney to advise or represent Client regarding issues against any Idaho public charter school, and Client understands that the Attorney, due to other client relationships, may be unable to file a lawsuit against an Idaho public charter school on behalf of Client.

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

CHRIS YORGASON
chris@yorgasonlaw.com
6200 N MEEKER PLACE
BOISE, ID 83713
P: (208) 861-3332
F: (208) 375-3271

Any individual or officer signing this Letter represents that he or she is properly acting as an agent of ICCRA and is vested with all necessary authority to execute this Letter on behalf of ICCRA and to bind ICCRA to its terms. Either party may terminate or seek to renegotiate their relationship under this Letter by providing 30-days written notice to the other party. Any disputes between the parties arising under this Letter shall be governed by the laws of the State of Idaho, and venue for any such dispute shall be Ada County, Idaho.

If this letter accurately reflects your understanding of our agreement, please acknowledge your approval and acceptance of these terms by signing and returning to me a copy of this letter. I would be pleased to answer any questions you might have.

Sincerely,

Christopher E. Yorgason

IDAHO COLLEGE AND CAREER READINESS ACADEMY

By: KERRY L. WYSOCKI Kerry L. Wysocki

Title: PRESIDENT - CHAIRMAN of the BOARD

Date: MARCH 14, 2013

YORGASON LAW OFFICES, pllc

By: [signature]

Title: OWNER

Date: MARCH 15, 2013

CHRIS YORGASON
http://yorgasonlaw.com
6200 N MEEKER PLACE
BOISE, ID 83713
P: (208) 861-3332
F: (208) 375-3271

CharterSafe

Charter School Insurance & Safety Program

First program designed for charter schools by charter school leaders and school insurance experts.

- Most appropriate coverage at the lowest price
- All-in-one inclusive package including Workers' Compensation, Liability, School Board, Property, Risk Management Services
- More than just insurance—Helping to Keep Your School Safe
- Gives you peace of mind and more money for your classrooms

Arthur J. Gallagher & Co.

All-in-one inclusive package including Workers' Compensation, Liability, School Board, Property, Risk Management Services.

Charter schools of many types accepted including:

- New and Established Schools
- Education Management Organization operated and Replication Schools
- Site Based and Non-Site Based Virtual Schools
- Schools of All Sizes

COVERAGE*	INCLUDED*
Workers' Compensation	✓
Property	✓
General Liability	✓
Automobile Liability (including medical payments, uninsured/underinsured motorists/non-owned automobile coverage, hired automobile coverage)	✓
Automobile Physical Damage	✓
School Board Legal Liability/Errors and Omission	✓
Employee Benefits Liability	✓
Educators Legal Liability	✓
Sexual Harassment	✓
Sexual Abuse	✓
Crime (money & securities, forgery & alteration, employee dishonesty)	✓
Umbrella	✓
Risk Management & School Safety Services	✓

* Coverage availability and level of coverage varies by state depending that state's legal requirements as well as appropriateness of coverage. This table is for simplified illustration purposes. Specifics of coverages, limits, terms and conditions are contained in the insurance policy or policies.

"We saved close to $20,000 this year with the charter school insurance program, and were able to hire part-time choir and dance teachers for our arts enrichment program."

— Kelly Wright, KIPP Adelante Preparatory Academy

CharterSafe is backed by the top-rated, reputable, and stable insurance companies with an A.M. Best Rating of A and above.

First insurance and safety program designed for charter schools by charter school leaders and school insurance experts.

The CharterSafe program was created as a direct response to charter schools' needs of finding insurance options that provided the right coverage at the right price. The program was co-founded by Ted Fujimoto, Vice President of School Services & Products at the California Charter Schools Association, with the help of Arthur J. Gallagher & Co.—the worlds fourth largest broker and number one school broker.

Today, over 160 charter schools are insured by the program—saving an average of 10-25% off their original premiums with broader coverage and higher limits.

"The charter school insurance program saved us over 15% in insurance costs. This is a program that charter schools large and small should take advantage of. The insurance team has also helped us create a better safety program that will reduce our losses."

— Don Shalvey, CEO, Aspire Public Schools

Charter schools that are participating in the program include:

- Aspire Public Schools
- Alliance for College-Ready Public Schools
- California Virtual Academy (CAVA)
- CHIME Charter Elementary & Middle Schools
- Granada Hills Charter High School
- Lewis Center for Educational Research
- KIPP Schools
- Partnerships for Uplifting Communities, Inc.
- School for Integrated Academies and Technologies (SIATech)
- St. Hope Public Schools

For the first time, this program is being made available to charter schools across the country in cooperation with charter school associations and education foundations.

Most appropriate coverage at the lowest price.

Charter schools deserve the best insurance rates. Charter schools overall have a great track record with lower losses compared to their regular public school counterparts. Often, charter schools have been lumped together with regular public schools or other types of organizations which do not have as good track record. School size, school culture, and commitment of staff to excellence have a lot to creating a safer environment that exists in charter schools. It is no surprise that quality schools tend to have the lower losses.

CharterSafe recognizes the lower losses experienced by charter schools and reward quality schools with the best rates.

Charter schools need the best coverage. Charter school principals reported having difficulty getting coverage from insurance companies. This was especially true for new or small charter schools. Charter schools resort to having a hodgepodge of policies from multiple insurance companies to cover the various risks—leaving the possibility of gaps of coverage between policies, insufficient coverage, and/or having to pay for coverages not needed.

CharterSafe provides coverage appropriate for charter schools—the right coverage at the right levels. It recognizes that no charter school is exactly like another.

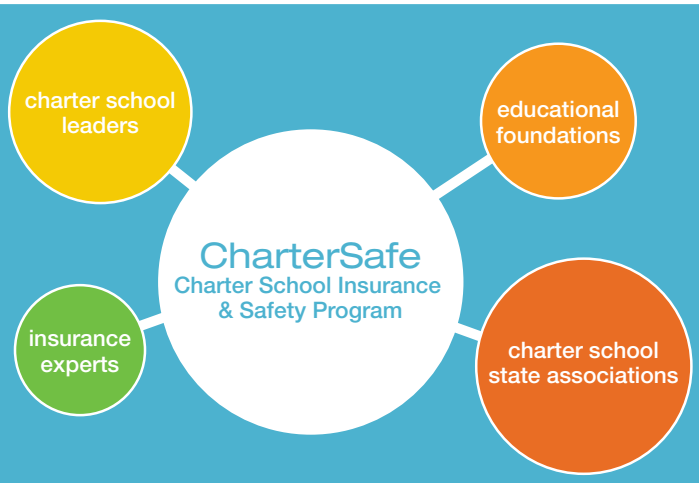
CharterSafe is not about just providing insurance—it's about Helping to Keep Your School Safe.

CharterSafe is more than an insurance program—it helps to keep your charter school safe. Somewhere in the country at a charter school, an accident that injures a person or damages property, a lawsuit, or a theft happens every day. Incidents like these can take a huge disruptive and emotional toll on your school. CharterSafe provides you risk management services and consultations as part of the program to help you prevent losses from occurring and if a loss does occur, to handle it effectively with the least disruption to your school. You will have access to risk management consultants that you can use as an extended part of your school team.

The Right Team

Having the right people with a combination of charter school, insurance, and business expertise is essential in setting the CharterSafe program apart from programs provided by ordinary insurance companies.

The success of the program is in the partnerships with charter school state associations, educational foundations, and the charter school leaders that give feedback so the program can continually be fine-tuned.



Tom Boobar, MBA, MS, CSP, REHS
Arthur J. Gallagher & Co. Insurance Brokers of California, Inc.
National K-12 Practice Leader

Tom co-created the successful charter schools insurance program for California. He has spent most of his 15-year career working with school districts, private schools, and charter schools helping them manage their risks and creating safe environments.

He brings the resources and expertise of Arthur J. Gallagher & Co.—the fourth largest insurance broker in the world and number one broker providing insurance to schools and public entities. As program manager for Gallagher's CharterSafe program, he brings his knowledge of school safety and risk management expertise to customize an insurance program for charter schools.

CharterSafe gives you peace of mind and more money for your classrooms…

By participating in CharterSafe, you can have the peace of mind to know you have the right insurance coverage and the help to keep your school safe and prevent accidents and losses.

Money that you save on insurance and on losses can be put to much better use—whether it is filling that very needed new teacher position, buying computers, going on that field trip, or paying for staff development.

Your participation strengthens the charter movement—Not only will your school benefit with better coverage and lower rates… but the more charter schools that participate in growing a strong national insurance program… result in strength of numbers to improve benefits and drive costs down even further.

Act Now

For more information, please call (800) 704-6402 x 100
or e-mail insurance@chartersafe.org.
You may also visit the CharterSafe web site at www.chartersafe.org.

Arthur J. Gallagher & Co.

About Arthur J. Gallagher & Co.

Arthur J. Gallagher & Co. is a FORTUNE 1000 company, traded on the New York Stock Exchange, and ranked by Business Insurance magazine as the world's fourth largest insurance broker. Gallagher is a stable company that has been in the insurance business since 1927. Gallagher is also included in Forbes magazine's Platinum 400 Best Big Companies in America. Yet, Gallagher continues to be family run and client focused.

Arthur J. Gallagher & Co. focuses on long-term relationships and commitments and has been providing brokerage services for school clients for decades. With 34 offices and more than 200 dedicated professional staff that specialize in K-12 school clients, Gallagher can deploy its resources and knowledge to all parts of the country based upon client need.

Return Mailing Address:

ATTN: Tom Boobar, MBA, MS, CSP, REHS
National K-12 Practice Leader
Arthur J. Gallagher & Co.
Insurance Brokers of California, Inc.
15 Enterprise, Suite #200, Aliso Viejo, CA 92656
License # 0726293

CharterSafe PrivateSafe

Summary of Coverages and Services

PACKAGE:		
Line of Coverage	**Limits**	**Enhancements to "Off the Shelf" Coverage**
General Liability	$1,000,000 Per Occurrence $3,000,000 Aggregate	• Enhancement Endorsement specifically for school exposures
Sexual Abuse & Molestation	$1,000,000 Per Occurrence $3,000,000 Aggregate	• Increased Aggregate • Automatically Included
Automobile Liability – • Nonowned & hired • Uninsured/Underinsured • Scheduled autos	$1,000,000 Combined Single Limit	• Lower Deductibles
Auto Physical Damage – • Scheduled autos only	Per Schedule of Vehicles	• Lower Deductibles
Property	Per Schedule of values (TIV) Various Sub-Limits	• Blanket Limits • Agreed Value • Enhanced Sub-Limits – Program endorsement
Crime • Employee Dishonesty • Forgery or Alteration • Computer Fraud • Theft of Money and Securities • Money Order & Counterfeit Paper Currency	$1,000,000 Per Occurrence $ 500,000 Per Occurrence $ 100,000 Per Occurrence $ 50,000 Per Occurrence $ 100,000 Per Occurrence	• Increased Limits
Employee Benefit Liability (Claims Made)	$1,000,000 Each Claim $3,000,000 Aggregate	• Automatically Included
Professional Liability/Educators Legal (Claims Made)	$1,000,000 Each Incident $3,000,000 Policy Aggregate	• Increased Limits • Definition of "Educators" very broad compared to other nonprofit policies • PHLY includes a Defense Reimbursement sublimit
Directors & Officers Liability Employment Practices Liability Fiduciary Liability Cyber Liability – options available	$1,000,000 Each Claim $1,000,000 Aggregate	• Defense outside the limits • Wage and Hour Sublimit $250,000 • Immigration Sublimit $100,000 • Limits per coverage section or combined
WORKERS' COMPENSATION:		
Workers Compensation Employers Liability	• Statutory coverage • $1,000,000 Per Occurrence	• Volunteers Included for schools • Group Purchase Program for stable pricing • Waiver of Subrogation Included
EXCESS LIABILITY:		
Excess Liability	Options up to $25,000,000	• Follow Form excess over: GL, Auto Liability, Abuse, DO, EPLI, EBL, Educators Legal, and Employers Liability • Group Purchase with dedicated member limits
STUDENT ACCIDENT LIABILITY:		
Student Accident Liability	$25,000 Per Claim $6,000,000 Catastrophic	

RISK MANAGEMENT SERVICES:

- **CLAIMS ASSISTANCE:** Dedicated Case Managers for claims assistance
- **RISK MANAGEMENT:** Access to The Risk Management Toolkit and onsite resources at your school
- **EMPLOYMENT ISSUES:** Free Human Resource Hotline and access to professional assistance when making hiring/firing decisions
- **CONTRACT REVIEW FOR INSURANCE REQUIREMENTS:** Dedicated staff available for reviewing contracts
- **SCHOOL FORMS AND TEMPLATES:** Educational booklets and templates specific to schools
- **SPECIAL EVENTS AND FIELD TRIPS:** Complete guidelines to field trip risk management and exposure checklists
- **CHARTER MANAGEMENT ASSISTANCE:** Assist CMOs with Authorizer requirements and applications
- **ONLINE SAFETY TRAINING:** Free access to *Safeschools.com*, an online safety training program for schools
- **SEXUAL HARASSMENT TRAINING:** Access to free online training for employees and supervisors
- **WEBINARS:** Access to free webinars on various school risk topics and options for customized training

CharterSafe

- **Sample List of Members**
- **Program Currently insures 925 schools nationally**

Member	State
Achievement First Inc	NY
Alliance for College Ready Public Schools	CA
Amana Academy	GA
Aspire Public Schools	CA
Choice Education and Development Corporation	AZ
Concord Academies	MI
Charter Schools USA Inc	Various
Hawaii Technology Academy	HI
Honors Academy	TX
Inner City Education Foundation (ICEF)	CA
K12 Inc Virtual Charter School network	Various
CA virtual academies	CA
Chicago Virtual Cyber Academy	IL
Flex Schools	CA
Four Lakes Education Inc.	WI
IQ Academies	CA
K12 Classroom	DE
Michigan Virtual Charter Academy	MI
Nevada Virtual Academy	NV
Oregon Virtual Academy	OR
South Carolina Virtual Charter School	SC
Utah Virtual Academy	UT
Arkansas Virtual Academy	AK
Agora Cyber Charter School	PA
KIPP Schools Nationally 40 schools	Various
New Beginnings Charter Network	LA
Noble Network of Charter Schools	IL
Odyssey Charter School	TX
Partnership to Uplift Communities	CA
Perspectives Charter Schools	IL
ReNew Charter Schools	LA
Rise Academy	TX
School for Integrated Academics and Technologies	FL
Specialized Education Holdings (Special Ed for Charters)	Various
St Louis Charter School	MO
Texan Can!	TX

Columbus Passport Academy

Package Insurance Indication

Year	Employee #	Student #	Payroll	Revenue $	Approximate Rate per Student	Package Premium (GL, Abuse, Auto, Crime, Employee Benefits Liability)	Property (based $170k contents only values)	Excess $10 million ($10 Per Student)	Professional Educators Liability (Min Premium)	Directorss &Officers / Employment Practices Liability / Fiduciary Liability coverages	Package Premium	Monolistic WC State	Total Premium
Current Year (year 1)	16	150	$ 462,000.00	$ 1,101,600.00	$ 21.00	$ 3,150.00	$ 750.00	$ 1,260.00	$ 1,125.00	$ 3,500.00	$ 9,785.00	NA	$ 9,785.00

Notes:
Assuming no owned vehicles
Assuming only $170,000 contents only for property, no owned buildings
Assumptions for Students and Employees, Payroll above
$10 million Umbrella-Excess policy follows form over GL, Auto, Abuse, EBL, Educators Legal, Directors and Officers, Employment Practice Liability

CharterSafe

Arthur J. Gallagher & Co.
culture driven success

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between

IDAHO COLLEGE AND CAREER READINESS ACADEMY

And

K12 VIRTUAL SCHOOLS LLC

FOR THE IDAHO COLLEGE AND CAREER READINESS ACADEMY, AN ONLINE PROFESSIONAL-TECHNICAL HIGH SCHOOL AUTHORIZED BY THE IDAHO STATE PUBLIC CHARTER COMMISSION, SERVING IDAHO STUDENTS STATEWIDE IN GRADES 9-12

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT ("**Agreement**") is made and entered into by and between the Governing Board of Directors (the "**Board**") of the Idaho College and Career Readiness Academy, Incorporate an Idaho nonprofit corporation and K12 Virtual Schools LLC ("**K12**"), a Delaware limited liability company, each a "**Party**" together the "**Parties**", as of the date signed by both Parties, and includes the following exhibits:

a. Exhibit A (Products and Services)
b. Exhibit B (K12 Proprietary Marks)

RECITALS

A. **WHEREAS,** the Board governs the Idaho College and Career Readiness Academy also known in abbreviated form as IDCCRA (the "**School**").

B. **WHEREAS,** the mission of the School is to provide an innovative model of an online professional-technical public charter school adapted to the needs of high school students throughout the State of Idaho in order to inspire every student to succeed in their academic and occupational pursuits.

C. **WHEREAS,** the Board has filed a charter petition (application) with the Idaho State Board of Education's Public Charter School Commission (the **"Commission"**) pursuant to the Idaho Charter Schools Act (Section 33-5201 *et seq.*) of the Idaho Education Code ("IEC"), to open an online professional-technical charter school that will utilize K12 products and services, subject to the Commission's approval. The Board is also seeking certain funding approval from the Division of Professional-Technical Education which is the administrative arm of the State Board of Education's State Board for Professional-Technical Education.

D. **WHEREAS,** once the Board's charter petition is approved, a charter shall be granted (the "**Charter**") to operate a professional-technical public charter school called the Idaho College and Career Readiness Academy, and the Board will utilize K12's products and services in the School in accordance with this Agreement.

E. **WHEREAS,** K12 and its Affiliates were established, among other things, for the following purposes:

- promoting and encouraging new methods of effective education;
- implementing innovative and effective instructional systems in elementary and secondary education.

F. **WHEREAS,** K12 will provide the Board with a variety of educational products and services in furtherance of the School's mission. These educational products and services include providing the highly regarded K12® Curriculum as well as third party professional and technical curriculum procured by K12 on behalf of the Board, online school and learning management systems; teacher training, recruitment and management; financial and school administration services; technology services for a student account management system and other administrative and technology support services specified in this Agreement and the Charter as applicable to the School.

G. **WHEREAS,** upon approval of the Charter, it is the intention of both Parties to enter into a long-term relationship in which the Board governs the School while K12 provides comprehensive educational products and services, including turnkey management services, and in which K12 will assure the financial solvency of the School in accordance with the terms of this Agreement.

NOW, THEREFORE, the Parties mutually agree as follows:

1. DEFINITIONS. For the purposes of this Agreement, capitalized terms used herein but not otherwise defined shall have the meaning ascribed to them in this Section 1 as follows:

1.1. Affiliates. An "Affiliate" of K12 is an entity that controls, is controlled by, or under common control with K12, where "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2. Applicable Law. Applicable Law is defined herein as the Constitution of the State, the State education laws and/or code, the federal Elementary and Secondary Education Act, the federal Individuals with Disabilities in Education Act, other applicable federal, state or local statutes, ordinances and regulations, any amendments to or recodification of the aforementioned laws, and other binding rulings applicable to public charter schools in the State.

1.3. Charter. The Charter is defined as the authorization provided to the Board by the Charter Authorizer pursuant to Applicable Law, permitting the Board to operate as a public charter school and entitled to receive public funds, appropriations and other revenues.

1.4. Charter Authorizer. The Charter Authorizer is the entity which has been granted the authority by law to permit the Board to operate in accordance with the Charter and Applicable Law. The Charter Authorizer is currently the Idaho State Board of Education's Public Charter School Commission.

1.5. Change in Net Assets. A Change in Net Assets is the difference in a given Fiscal Year between the School Revenues and School Expenses as certified by an independent audit in accordance with Generally Accepted Accounting Principles (GAAP).

1.5.1. A "Positive Change in Net Assets" means School Revenues exceeded School Expenses in a given Fiscal Year.

1.5.2. A "Negative Change in Net Assets" means School Expenses exceeded School Revenues in a given Fiscal Year.

1.6. Fiscal Year. The Fiscal Year shall run July 1 through June 30.

1.7. Net Asset Position. Net Asset Position means the difference between total assets and liabilities of the School at the end of a given Fiscal Year as certified by an independent audit in accordance with GAAP.

1.7.1. A "Positive Net Asset Position" means that total assets of the School exceed total liabilities of the School.

1.7.2. A "Negative Net Asset Position" means that total liabilities of the School exceed total assets of the School.

1.8. School Revenues. School Revenues are all revenues and income generated or appropriated for and received by or on behalf of the Board as attributed to any Student or the School which includes, but is not limited to, the following sources as applicable: State and local per-pupil general and special education funds, funds and apportionments for professional-technical schools and other public school State and local funding; federal funds specific to the School and/or its Students; other funding including, but not limited to, Title I of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. §6301 *et seq.*, as amended);

State provided facility funding and other income or revenue sources provided by law and obtained by the Board and/or K12 which are not specifically excluded herein and all contributions and grants (including but not limited to Charter School Block Grants and other grants as applicable) received by or on behalf of the Board and granted as a matter of right and/or practice or through competitive and non-competitive grant processes, which are to assist in the improvement of any applicable School-related facility(ies), the implementation or maintenance of the School operations.

1.9. Shareholder. A Shareholder is a holder of greater than one percent (1%) of K12's outstanding shares of common stock.

1.10. State. The State is Idaho.

1.11. Student. A Student is any student enrolled and/or otherwise taking course(s) in the School or previously enrolled, including those pupils who have withdrawn.

2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

2.1. Description of Educational Products. During the Term, K12 and Affiliates shall license to the Board solely for use in the School, on a non-exclusive, non-assignable, non-sublicensable basis the products and offerings, as described in Exhibit A, to include the K12® curriculum, access to its online school and designated learning management system(s) and/or available third party curriculum, instructional tools and other products and offerings (collectively the "**Educational Products**"). During the Term, the Parties may agree upon K12 and Affiliates licensing additional products (e.g., new curriculum, supplementary curriculum, and/or educational programs) beyond those listed in Exhibit A. Provision of additional products will be mutually agreed upon and shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.2. Description of Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the Board solely for the School "**Administrative Services**", including financial and school administration services, teacher recruiting, training and management, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". During the Term, the Parties may agree upon K12 and Affiliates providing the Board with additional services beyond those listed in Exhibit A. Provision of additional services shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.3. Special Education Services. K12 shall assist with the provision of special education and/or related special needs services including but not limited to recruiting teachers and procuring related service providers for Students with special education needs or any Students who have, will have or require an Individualized Education Program ("**IEP**"). All special education-related funding from any source for the Special Education Students shall be included within School Revenues.

2.4. Place of Performance. Performance of Services is not required to be rendered at the School's facility(ies) (if any), unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter.

2.5. Standards of K12 Performance.

2.5.1. K12 Compliance. K12 will provide the Educational Products and Services set forth in this Agreement and any amendments hereto in accordance with Applicable Law, the Charter, and Board policies made known to K12 in writing and relating to the School. Subject to Section 11, K12 shall

also comply with changes in Board policies within thirty (30) days of receipt of written notice and a copy thereof; however, School Policies (as defined in section 3.2) shall be adopted in accordance with Section 3.2.

2.5.2. Confidentiality of Records/FERPA. K12 will maintain the confidentiality of School personnel, student and other records in accordance with the requirements of Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("**FERPA**") and the State open records act, K12 has a legitimate educational interest for purposes of the Board (or its designees) disclosing a student's educational records to K12 and such records shall be disclosed to K12 in order for K12 to perform the Services. The Board shall define "school officials" and "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

2.5.3. Licensure or Other State Requirements. Except as otherwise provided in this Agreement, K12 will comply with all applicable licensure or other requirements of the State and any regulations promulgated thereunder.

2.5.4. Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital status, familial status, and sexual orientation.

3. BOARD RESPONSIBILITIES.

3.1. Payment Obligation. For the Educational Products and Services, the Board shall compensate K12 at the rates and conditions set forth in this Agreement or as amended as mutually agreed in writing.

3.2. Oversight of K12. The Board shall be responsible for monitoring K12's performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. Accordingly, the Board shall be responsible for overseeing the School's quality, operational and financial performance and for working with the Charter Authorizer as required. K12 shall reasonably cooperate with such monitoring and oversight.

3.3. Adoption of Policies. The Parties acknowledge and agree that in providing the Services, it shall be the responsibility of K12 to recommend various policies for the operation of the School ("**School Policies**"). K12 will implement procedures consistent with such policies, but the Board retains ultimate responsibility for adopting policies and for overseeing K12's implementation. K12 will cooperate with such oversight and policy implementation subject to Section 11. K12 and the Board will work collaboratively and in a timely manner on the creation of School Policies that may include, but are not limited to, policies relating to the budget, authorization of expenditures, curriculum, admissions procedures, student conduct online and at any applicable School facility, School calendars, procedures for resolution of parent or student complaints and disputes between School employees, and the responsible use of computer equipment and other instructional property. To the extent any of the foregoing collaborative policies are not yet in effect, the Parties agree that K12's applicable standard policies and best practices shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all School Policies adopted and must promptly notify K12 in writing of any changes to such policies.

3.4. School-Related Correspondence. The Board shall provide K12 with any reports, documents and other findings that are related or may have an impact on the School, the Charter and/or K12's obligations herein. Such School-related correspondence includes, but is not limited to, adopted Board minutes, resolutions and Board reports, State audit preliminary and final reports, and Charter Authorizer reports, findings and correspondence, and any reports, financial or otherwise, submitted to a State regulatory body.

3.5. School Compliance. The Board will perform its obligations under this Agreement and shall comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter and the Charter Authorizer's policies.

4. FINANCIAL MATTERS.

4.1. Financial Risks Assumed by K12. K12 assumes the risks, except as otherwise set forth in this Agreement that its fees may not allow it: i) to operate profitably, and/or ii) to fully recover the amounts invoiced by K12 to the Board in accordance with this Agreement. In addition, the Parties agree that the School will not conclude a Fiscal Year during the Term in a Negative Net Asset Position. Accordingly, the Parties further agree that each of them shall take all reasonable steps and approaches necessary to avoid a negative change in Net Assets or conclude a Fiscal Year in a Negative Net Asset Position during the Term. For each year of the Agreement, provided that there has been no material breach of the Agreement by the Board, if the Board ends a fiscal year in a Negative Net Asset Position, the Parties agree that K12 will provide sufficient credits ("**Balanced Budget Credits**") to be applied to K12 invoices to ensure that the School does not experience a Negative Net Asset Position during or at the end of said Fiscal Year.

4.2. Balanced Budget Credit Remittances. Should the School end a Fiscal Year in a Positive Net Asset Position, as evidenced by its audited financial statements conducted in accordance with GAAP for such Fiscal Year, and K12 has issued Balanced Budget Credits in prior years for which a balance remains, the Board will reimburse K12 up to the cumulative amount of previously issued Balanced Budget Credits, as follows:

a. Of the first $100,000 or less of the Positive Net Asset Position, the amount due to K12 will be twenty-five percent (25%) of such amount, not to exceed $25,000.
b. Of the second $100,000 or less of the Positive Net Asset Position, if any, the amount due K12 will be fifty percent (50%) of such $100,000 or $50,000. The amount due K12 will not exceed $75,000, for the first $200,000 of School's Positive Net Assets.
c. If the School's Positive Net Asset Position exceeds $200,000 any outstanding amount of Balanced Budget Credits due to K12 will be seventy-five percent (75%) of the amount over $200,000 plus the $75,000 noted in the point immediately above.

Such amounts shall be paid to K12 in accordance with the preceding payment schedule, subject to the following conditions:

a. The total amount of Balanced Budgets Credits remitted over the Term will not exceed the amount of Balance Budgets Credits issued during the Term;
b. Balanced Budget Credits will not be due until the School is in a Positive Net Asset Position, if ever; and
c. In no single school year will the amount of any remittance exceed fifty percent (50%) of the then current school year's Positive Net Asset Position, as determined by an independent audit before the payment of Balanced Budget Credits.

Finally, at the end of the Term if there is a balance of Balance Budgets Credits which have not been remitted such credits will be forgiven by K12, subject to the termination provisions of this Agreement.

4.3. Financial Risk Mitigation. As an inducement for entering into this Agreement and issuing Balanced Budget Credits, the Board and K12 agree that K12 is willing to assume the financial risks set forth herein, subject to both the Balanced Budget Credit remittance (Section 4.2) above and all of the risk mitigation efforts set forth below, each of which are material terms of this Agreement:

4.3.1. Exclusivity. K12 shall be the sole provider of the Educational Products and Services for the School unless otherwise waived in writing by an authorized officer of K12. Nothing within this provision, however, shall be construed to preclude the Board in the exercise of its fiduciary obligations to the School. Moreover, the Board shall be permitted to procure goods and services from a third party to the extent required by law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any third party procurements, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein or in the future, and if K12 is able and willing to provide such services or goods the Board shall procure them from K12.

4.3.2. Final School Budgets. The Board will adopt an annual School budget for each Fiscal Year during the Term and the Parties agree that K12 will present to the Board (or its authorized delegees or subcommittee) a proposed School budget for each such Fiscal Year. The proposed School budget will include assumptions provided by K12. K12 will present a proposed budget for the upcoming school year by May 15 of the then current Fiscal Year and the Board shall consider the budget proposed by K12 and will act to approve a final School budget not later than thirty (30) days prior to the start of the Fiscal Year (or sooner if required by Applicable Law). In the event the Parties cannot agree in writing upon a final budget (or any budget modification), K12 shall only be obligated to issue Balanced Budget Credits, if any, up to the amount proposed and reflected in the original budget submission or any proposed modifications to such budget by K12.

4.3.3. Budget Modifications. K12 may submit to the Board proposed modifications to a School budget to take into account the actual Student enrollment for the applicable school year, other changes in key assumptions or other changes deemed necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final School budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days of the proposal thereof.

4.3.4. Variances from Budgets. In the event that the Board causes (or its employees or designees cause) the School to experience a Negative Net Asset Position within the Fiscal Year of more than an aggregate of two percent (2%) during the entire Fiscal Year above the agreed to amount in writing by K12, if any, then K12 reserves the right to limit the Balanced Budget Credits up to such 2% variance.

4.3.5. Material Deviations. In the event the Board materially breaches this Agreement or otherwise acts in a manner that will have the effect of materially increasing K12's obligations, including payment obligations, or materially decreasing its rights herein, including changing the name of the School, amending the Charter or Lease, or adopting adverse policies and the Agreement is not terminated, then to the extent K12 has not otherwise expressly agreed to such material change in writing, K12 reserves the right to suspend the issuance of Balanced Budget Credits effective immediately beginning with the School year that such breach or action occurred in addition to other remedies available.

4.3.6. Lease Terms and Compliance. To the extent the Board enters into a lease for example, for administrative offices or Student training, all facility-related costs shall be a School Expense. The Board agrees that it will not modify, terminate or enter into any lease for any facility or location without the prior written consent of K12 (or the Charter Authorizer as required) if any such action will have the effect of materially impacting any of K12's rights or obligations hereunder, including its financial obligations. For the avoidance of doubt, in the event the Board violates this Section or otherwise breaches any such lease so as to have the effect of materially impacting K12's rights or obligations, K12 reserves the right to suspend the issuance of Balanced Budget Credits effective immediately beginning with the Fiscal Year that such breach occurred.

4.4. Advances Made by K12 on Behalf of the School. If the available cash receipts of the School are, from time to time, insufficient to cover payment of School Expenses on a timely basis, and the Board is unable to seek funding from other sources to cover such deficiency, K12 may advance the Board such amounts (not to exceed maximum amounts set by Applicable Law) to allow payment of such School Expenses on a timely basis (collectively hereinafter referred to as "**Advances**") provided that, K12 will have no obligation to make any Advances in any Fiscal Year for expenditures: (i) for any items that are in excess of the lesser of the amount proposed by K12 for the budget or the approved budgeted amount except to the extent that such excess amounts are beyond the Board's control and due to events beyond the Board's control; (ii) for amounts payable to K12 pursuant to this Agreement or any other agreement between K12 or its Affiliates and the Board; or (iii) for any matters as to which K12 or any other person or entity is entitled to indemnification under this Agreement. The Advances will be due and owing to K12 by the Board thirty (30) days after K12 invoices the Board for such funds.

4.5. Start Up Costs. "**Start Up Costs**" are those project management, insurance, legal, recruiting and hiring fees, computers, phones and other administrative costs that have been incurred on behalf of the School, together with advances made to the School by K12, prior to and subsequent to the execution of this Agreement in order to obtain School approval by the applicable Charter Authorizer(s) or to open the School. In order to sufficiently verify the Start Up Costs are valid and applicable to the School, the Board agrees to provide a detailed breakdown with the appropriate receipts for all such costs which will be subject to audit by K12. To the extent the Start Up Costs were paid to or on behalf of the School by K12 and/or Advances were made to the Board for Start Up Costs, K12 shall invoice the Board for reimbursement of such Start Up Costs and Advances in accordance with Sections 4.4 and 8.3 herein. Payment will be due within thirty (30) days of receipt of such invoice unless sufficient cash is not on hand to do so at which time such invoices will accrue interest per the Agreement.

4.6. Financial Reports. The Board may request that K12: (i) prepare and submit reports on the School's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter; or (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the School's operations. All such requests shall be made in writing. The Parties agree that K12 shall supply the foregoing reports and information, solely provided that the Board or other third parties have given K12 all necessary and current data needed for such reports (as reasonably requested by K12), including, but not limited to, relevant audit findings, Board expenditures and funding detail. Accordingly, the Board shall not withhold, and shall cooperate with K12 to ensure K12 has the needed data and information the Board's control in a timely manner.

4.7. School Audit. K12, in collaboration with the Board, will arrange for an independent audit of the School's financial statements. The cost of such audit shall be a School Expense.

4.8. School Expenses. The Board will be responsible for all debts, liabilities, and obligations incurred on behalf of the School by or on behalf of the Parties (collectively, "**School Expenses**") during the Term of the Agreement. School Expenses shall be determined in accordance with the budget process set forth herein, will be paid out of the School Revenues and shall include, but are not limited to, the following School-related costs:

4.8.1. oversight fees to the Charter Authorizer, if any;
4.8.2. School teacher (master and lead) and lab attendants (individually a "**Teacher**", collectively "**Teachers**") salaries;
4.8.3. Teacher related expenses, including, Teacher training related expenses and other Teacher expenses;
4.8.4. offices for administrative staff and related expenses;

4.8.5. Student Support Staff (defined in Section 7.4 below) related expenses;
4.8.6. related services expense for Students with special education needs (as applicable);
4.8.7. state test related expenses;
4.8.8. school community relationship building;
4.8.9. direct mail, printing and related expenses for enrolled Students;
4.8.10. amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
4.8.11. supplemental curriculum and other academic services as agreed to by K12 in writing;
4.8.12. reasonable legal fees for representation of the Board as it pertains directly to the School and not for legal representation or related expenses adverse to K12;
4.8.13. insurance including directors' and officers' liability insurance, general liability insurance and other School-related insurance coverage, as appropriate;
4.8.14. accounting and reporting not comprehended in K12's Services to be provided, payroll processing, audit, and/or tax preparation fees directly associated with the School;
4.8.15. use, sales, income, property or other taxes, if any;
4.8.16. fees for required background investigations of School employees;
4.8.17. office and School facility and infrastructure related expenses; and

all other School-related expenses approved in the budget, however, if any total School Expenses are, as reasonably known, going to be incurred at a variance of two percent (2%) or more above the budgeted amount, they must be pre-approved in writing by K12.

5. TERM OF AGREEMENT.

5.1. Term. This Agreement will become effective upon the date of full execution by the Parties, for commencement on July 1, 2014 ("**Effective Date**") and will terminate on June 30, 2024 (the "**Term**") unless sooner terminated under the Section 11 of this Agreement. In the event the Charter Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 11 herein.

5.2. Renewal. Following the Initial Term, this Agreement will automatically extend for successive additional periods of seven (7) year(s) (each such period a "**Renewal Term**"), unless (a) either Party provides the other with written notice of non-renewal at least two (2) years before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 11. The Initial Term and any Renewal Terms will be referred to collectively as the "**Term**".

6. PRICING, FEES AND PAYMENT.

6.1. Educational Product Prices. In consideration of the value of the Educational Products provided by K12 (including teaching support) as specified in detail in Exhibit A, the Board will pay K12 and its Affiliates for the Educational Products based on the then current national K12 Managed Virtual School Pricing for similarly situated, similarly branded professional-technical schools ("**Product Price List**"), to include third party product pricing as applicable. Notwithstanding anything in this Agreement to the contrary, for each Educational Product set forth in the Product Price List, the School agrees that the fees for such Educational Products will be subject to change, no more than once per calendar year, at K12's reasonable discretion and communicated to the Board during the annual budget process. Payment for the Educational Products shall be made in accordance with Section 8 below.

6.2. Administrative Services Fee. In consideration of the value of the Administrative Services provided by K12, as specified in detail in Exhibit A, the Board agrees to pay K12 and its Affiliates fifteen percent (15%) of the School Revenues (the "**Administrative Services Fee**") for each Fiscal Year of the Agreement. Payment for the Administrative Services Fee shall be made in accordance with Section 8 below.

6.3. Technology Services Fee. In consideration of the value of the Technology Services provided by K12 as specified in detail in Exhibit A, the Board agrees to pay K12 and its Affiliates seven percent (7%) of the School Revenues for the Technology Services (the "**Technology Services Fee**") for the each Fiscal Year of the Agreement. Payment for the Technology Service Fee shall be made in accordance with Section 8 below.

6.4. Priority of Payments. Payments from the School Revenues shall be paid by the Board in the following order of priority: (1) Teacher salaries, including applicable payroll taxes, (2) School Expenses identified in Section 4.8 above, (3) Advances made by K12, (4) fees for Educational Products, (5) Administrative and Technology Services Fees payable to K12 and its Affiliates, including any fees for administrative or technology products and services purchased by the Board in addition to those enumerated in Exhibit A, and (6) Balanced Budget Credits, if any.

6.5. Business Judgment. The Board hereby agrees, in the exercise of its business judgment, that the economic arrangement included herein, including the Balanced Budget Credits and fees payable to K12 hereunder are reasonable, necessary, and fair compensation for the Educational Products and Services provided for the Term, particularly in light of the Agreement's provision requiring K12 to provide assurance of the School's financial solvency to the extent set forth in Section 4 of this Agreement.

7. PERSONNEL SUPPORTING THE SCHOOL.

7.1. K12 Staff Assigned to the School. K12 will employ and determine the employment terms for administrative personnel who may include a Head of School ("**HOS**") or equivalent administrative staff position, and such other staff, including teaching staff, as K12 deems necessary to deliver the Educational Products and Services described in this Agreement. The responsibilities and performance of K12's staff will be consistent with Applicable Law. Such administrative personnel may be assigned to the School on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

7.2. Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the School, the Board shall discuss the matter first with the HOS or its equivalent. In the event the Board has a concern or is not satisfied with the HOS' job performance, the Board will provide K12 official written notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation and K12 shall review such request and respond in a timely manner.

7.3. Teachers and School-Student Support Staff. The Board shall, within budgetary limitations, employ and be ultimately responsible for the Teachers and "**Student Support Staff**" (defined below) for the School, except in limited circumstances where K12 deems it reasonably necessary to employ such staff to deliver the Educational Products and Services hereunder to the extent allowed by Applicable Law. K12, however, will take the lead to help recruit, set the terms of employment, hire, supervise, discipline and terminate Teachers and Student Support Staff and such activities will be performed in consultation with the Board (or its designees). In accordance with Section 4.8, the Board will be responsible for all costs associated with the employment of such staff (including, without limitation, salaries, benefits, travel and other School-related expenses). "**Student Support Staff**" is defined as any position that provides direct services to the School and its Students which may include, for example, a Nurse and a Guidance Counselor or similar positions. For the avoidance of doubt, any HOS (Principal) for the School shall be an employee of K12 or its Affiliates. To the extent required by law, all Student Support Staff personnel shall be State licensed or possess the necessary credentials, qualifications, background and conduct checks as required by Applicable Law and/or the Charter.

7.4. Complaints About School-Student Support Staff. If K12 is dissatisfied or concerned about the job performance of any of the Board's staff, including Teachers or Student Support Staff assigned to the School, the Board shall delegate to K12's HOS (or its designee), the authority to discipline such staff member and as necessary or required, K12 shall promptly notify the Board of such actions. In some cases, K12 may recommend termination or elimination of specific positions to the Board for prompt action by the Board (who maintains the exclusive right to hire and terminate its employees), approval of which will not be unreasonably withheld.

7.5. Determination of Employer Entity. The Parties anticipate that, except as otherwise required by Applicable Law or to the extent necessary for the Board to maintain its status as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended ("**IRC**"), the HOS and other administrative personnel will be provided by K12. In the event that K12 determines that it is necessary or desirable that any of the K12 staff members providing services under this Agreement become an employee of the Board, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board, such K12 staff member shall become an employee of the Board; such change shall become effective on the date specified by K12 in such notice. In the event that at any time or from time to time K12 determines that it is necessary or desirable that any of the Board's staff members to become an employee of K12, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board such School employee shall become an employee of K12; such change shall become effective on the date specified by K12 in such notice.

7.6. Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for arranging for criminal background checks to be conducted on its employees assigned to the School to the extent required by Applicable Law and will maintain documentary evidence that it has done so. Upon the Board's request, K12 will provide the Board with documentary evidence of its compliance, subject to any confidentiality requirements imposed by Applicable Law.

7.7. Background Investigations on School Employees. As part of its Administrative Services, K12 will help ensure that the Board fulfills its responsibilities to: a) conduct criminal background checks required by Applicable Law; and b) maintain evidence that it has performed such actions.

8. PAYMENT OF PRODUCT AND SERVICE FEES.

8.1. Invoicing and Payment of Fees. K12 will submit to the Board, a detailed invoice for the Educational Products and Services delivered for the prior calendar month. For any fees calculated as a percentage of School Revenue, such fees will be calculated based upon the approved budget or subsequent updates in effect for the applicable calendar month and will be billed for services rendered on a monthly basis during the Term, even though School Revenue may be received by the Board beyond the expiration of the Term.

8.2. Location of Payment. All payments made hereunder will be made to K12 (or its designated Affiliate) and at the address set forth above, or such other address provided by K12 in writing.

8.3. Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the invoice date. Advances will be due thirty (30) days from the date an Advance is invoiced by K12. The Board agrees to pay interest on overdue Advances at a rate of prime plus two percent (2%), not to exceed fifteen percent (15%) per annum, or the maximum amount allowed by Applicable Law. All other amounts past due and owing by the Board to K12 will accrue interest at one and one-quarter percent (1¼ %) per month but not to exceed fifteen percent (15%) per annum, or the maximum amount allowed by Applicable Law, on each overdue amount. The Board shall not intentionally withhold payments due to K12. In the event the Board intentionally withholds payments due hereunder, no Balanced Budget Credits shall be issued by K12 to cover any late fees due hereunder.

8.4. Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the School. Without limiting the foregoing, the Board agrees to pay any sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of such taxes.

8.5. Year-End Adjustments. Within thirty (30) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to such Fiscal Year, including the calculation of such amounts (which calculations will be based upon the School's audited financial statements for such Fiscal Year). If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 pursuant to Section 8.1, then the excess amount will be payable to K12; if such total amount is less than the total amount invoiced by K12 pursuant to Section 8.1, then the shortfall amount will be payable to the Board. Payment of any excess Service Fees payable to K12 will be due thirty (30) days after the submission of the statement thereof. Reimbursement to the Board of any overpayment of Service Fees will be due thirty (30) days after the submission of the statement thereof, provided, that K12 may elect in its discretion to set-off the amount any such overpayment against any outstanding obligations of the School to K12 or any Affiliate of K12.

8.6. Payment Out of School Funds Managed by K12 Only. K12 is authorized by the Board to pay itself the fees set forth in this Agreement out of the Board's funds managed by K12, if any, subject to the School's applicable expenditure authorization policies approved by the Board.

8.7. Disputed Amounts. If the Board disputes any charge invoiced by K12 the Board (or its authorized designee) must submit a good faith claim in writing regarding the disputed amount with documentation reasonably necessary to support the claim no later than ninety (90) days beyond the Fiscal Year audit regarding the disputed amount. If the Board (or its authorized designee) does not submit a documented claim to K12 within such time frame regarding the disputed amount, then notwithstanding anything in this Agreement to the contrary, the Board waives all rights to dispute or otherwise claim that it does not owe or to seek any credits or reimbursements thereafter regarding such disputed amount.

9. RELATIONSHIP OF THE PARTIES.

9.1. Status of the Parties. K12 is not a division or any part of the Board. The Board is a body corporate organized under State law which independently governs the School, and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board. The Board and its employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

9.2. Relationship Between the Board and the School. The Idaho College and Career Readiness Academy is an Idaho public charter school authorized by the Charter Authorizer and governed by its Board. Although certain provisions in this Agreement refer to the School and may grant rights or impose obligations on the School, it is the Board that has the final legal responsibility under this Agreement to K12 and the Charter Authorizer. Therefore, it is the responsibility of the Board to ensure that the School fulfills all its obligations under this Agreement.

9.3. No Related Parties or Common Control; Certain Permitted Participations. Except as contemplated by this Agreement or any agreement between the Board and any Affiliate with respect to the provision of services described hereunder, K12 will not have any role or relationship with the Board that, in effect, substantially limits the Board's ability to exercise its rights, including termination rights, under this Agreement. None of the Board's voting power shall be vested in K12 or its directors, trustees, members, managers, officers, Shareholders, or employees, and none of the voting power of K12's Board of Directors or Shareholders of K12 shall be vested in the Board's or its Charter Authorizer's directors, trustees, members, managers, officers, shareholders, or employees. The Board agrees to take such action as is necessary to permit employees or agents of K12 to have a nonvoting presence at the Board meetings, including executive sessions, during the Term of this Agreement, provided that, the inclusion of employees or agents of K12 in executive sessions will be at Board's discretion and is not inconsistent with Applicable Law.

10. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State ("**Other Schools**").

11. TERMINATION. Events of termination are as follows:

11.1. Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 21; however, either Party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other Party for cause. Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within forty-five (45) days after receiving written notification from the terminating Party. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity. Additionally, in the event the Board does not cure the material breach of this Agreement as set forth in this provision K12's, in its sole discretion, may suspend the issuance of Balanced Budget Credits detailed in Section 4 in lieu of terminating this Agreement.

11.2. Termination for Material Reduction in School Revenue. K12 may terminate this Agreement in the event there is a material reduction in School Revenue below the amount for the prior Fiscal Year or such reduction will materially increase the financial risk to K12 in providing the Educational Products and Services. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days' notice so that the Parties may work together to find alternative funding or other means to offset the reduction in School Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

11.3. Termination Upon Loss of Charter or Judicial Ruling. This Agreement may be terminated immediately by either Party upon written notice to the other Party: (i) if the Charter Authorizer (or a successor governing body duly appointed by the State Legislature) provides written notice that it has terminated, revoked, or non-renewed the Charter or (ii) upon a final adverse determination by the highest court in the State that the School is no longer valid under law or its ruling has the effect of terminating the School.

11.4. Termination for Failure to Approve Budget. In the event that the Board does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal thereof by K12, K12 may terminate this Agreement effective at the end of the then-current school year in which the budget or reasonable modification is not approved, or if the lack of approval is for an upcoming school year that has not commenced, K12 may terminate this Agreement upon written notice prior to the commencement of the upcoming school year.

11.5. Termination in the Event of Certain Changes in the Charter or School Policies. K12 may terminate this Agreement effective immediately upon written notice to the School in the event that the Charter is amended or the Board or the Charter Authorizer adopts or amends a policy, in each case without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services (or other obligations) required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board or Charter Authorizer adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

11.6. Change in Applicable Law. If any change in Applicable Law enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

12. TERMINATION EFECTS. Effects of termination are as follows:

12.1. Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the Board of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

12.2. Return of Equipment. Return of K12-provided equipment is mandatory. As such, all K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the School at the Replacement Value. The Replacement Value is the cost to replace the equipment anew, without regard to depreciation. Shipping costs, if applicable, shall be paid by the Board to K12.

12.3. Balanced Budget Credits Outstanding. In the event this Agreement expires or is terminated pursuant to Section 11, to the extent there are outstanding Balanced Budget Credits remaining, the Board shall fully exhaust its Net Assets to pay off the outstanding balance of Balanced Budget Credits, provided however, if any Balanced Budget Credits remain after the Net Assets are fully exhausted, the remaining Balanced Budget Credits shall be fully forgiven.

12.4. Fees Owed. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the Board shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the

termination or expiration. All such fees will be determined on an accrual basis per the Board's audited financial statement up to and including the year in which this Agreement terminates or expires.

12.5. Loss of Value. The Board acknowledges and agrees that the subject matter of this Agreement is unique and that it would not be possible for K12 to resell the Educational Products or the Services that are the subject of this Agreement. In view of the difficulty in estimating K12's damages incurred, the Parties agree to the extent not precluded by Applicable Law, for the purposes hereof that K12's damages (in addition to those entitled under law or equity) shall be fifteen percent (15%) of the School Revenues in the Fiscal Year in which the Agreement is being terminated, due within thirty (30) days following date of such termination, if the Agreement is terminated as set forth in Section 11 because of the Board's actions or omissions unless said action or omission is in response to state or federal law or direction which is not caused by the negligent action or omission or the willful misconduct of the Board, and except as action is taken by the School to terminate this Agreement in accordance with Section 11.1.

13. INTELLECTUAL PROPERTY RIGHTS.

13.1. Proprietary Materials. The Board acknowledges and agrees that K12 has the right to license (or sublicense as the case may be) certain intellectual property rights and interests in and to K12 and its Affiliate's (and respective licensor's) intellectual property, including but not limited to curriculum, trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, School Charter application (to the extent prepared by or on behalf of K12), presentations and related petitions and documents, School logo, website design and domain numbers and names including those registered by K12 and/or for K12, its Affiliates and the Board and other materials created for the School, and curricular materials and any and all customizations and derivative works thereof (collectively, "**K12 Proprietary Materials**"). The Board further acknowledges and agrees that: (i) it has no intellectual property interest or claims in the K12 Proprietary Materials or any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Materials, (ii) it has no right to use the K12 Proprietary Materials unless expressly agreed to herein by K12, and (iii) K12 and its Affiliates (and respective licensors as the case may be) own all intellectual property rights in and to the K12 Proprietary Materials.

13.2. Sub-License of K12 Proprietary Materials. K12 hereby grants the Board a royalty-free, non-exclusive, non-transferable sub-license, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use and distribute the K12 Proprietary Materials solely in connection with the School operations as contemplated in this Agreement. Notwithstanding the foregoing, the Board shall not: (i) modify or otherwise create, or permit third parties to modify or otherwise create, derivative works from or using the K12 Proprietary Materials, (ii) sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion, or (iii) frame any website owned by K12. Upon the termination of such license, the Board will cease use of the K12 Proprietary Materials, and will return all K12 Proprietary Materials to K12 promptly, including those in the possession of the Board, any Teachers and Board employees participating in the School, and students participating in the School.

13.3. Rights of K12 in K12 Proprietary Marks. The Board acknowledges and agrees that, as between the Board and K12, K12 (and its applicable Affiliates) owns and shall maintain all intellectual property rights, title and interest, including any goodwill, in and to K12 and its Affiliate's trademarks, service marks, trade dress and trade names including the School name(s), School logo(s) and related marks and trade dress and the K12 mark, K12 (& Design) and as may be featured in Exhibit B (collectively, "**K12 Proprietary Marks**"). The Board further acknowledges and agrees that it has no intellectual property interest or claims in the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Marks and has no right to use the K12 Proprietary Marks

except in the limited capacity as set forth in Section 13.4 or unless expressly agreed to in writing in advance by K12, which agreement K12 may withhold in its sole discretion.

13.4. Use of K12 Proprietary Marks. During the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, K12 hereby grants the Board the non-exclusive, non-transferable right to use those K12 Proprietary Marks relating to the School solely in connection with the operations of School as contemplated in this Agreement. Notwithstanding the foregoing, the Board will not be permitted to sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion. Upon the termination of the rights to use the K12 Proprietary Marks, the Board will immediately cease use of the K12 Proprietary Marks.

13.5. Limitations on Use of K12 Proprietary Materials and K12 Proprietary Marks. The Board will use the K12 Proprietary Materials and the K12 Proprietary Marks only as provided in this Agreement. Notwithstanding the foregoing rights, the Board agrees not to not alter, copy, disassemble, reverse engineer or modify the K12 Proprietary Materials and/or the K12 Proprietary Marks in any way, nor will the Board act or permit action in any way that would impair the rights of K12 in them. The Board's authorized use will not create any right, title, or interest in or to the K12 Proprietary Materials or the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the foregoing. K12 will have the right to monitor the quality of the Board's use of the K12 Proprietary Materials and the K12 Proprietary Marks, and the Board will notify K12 promptly in writing of any known infringement or unauthorized use of such property in which the Board becomes aware. K12 and the Board agree to reasonably assist each other in pursuing measures to prevent further use of K12's intellectual property by said unauthorized party. Any references to or use of the K12 Proprietary Materials or the K12 Proprietary Marks by the Board will contain the appropriate trademark, copyright or other legal notice provided from time to time by K12 and will be subject to additional trademark usage standards developed by K12 and modified from time to time by K12 with advance notice in writing.

13.6. Intellectual Property Assignment. To the extent the Board has established any rights, title or interest in the K12 Proprietary Materials or K12 Proprietary Marks, the Board hereby assigns and transfers to K12, its successors and assigns, all of the Board's right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized by any of the K12 Proprietary Marks and the right to sue and collect damages and/or profits for past infringements of the such marks.

13.7. Publicity/Press Release. K12 may use the School's name and make School references in a listing of new, representative or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the Board and K12.

14. LIMITS ON LIABILITY AND DAMAGES.

14.1. LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE BOARD AND THE BOARD'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

14.2. CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES,

INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

15. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party, provided, however, K12 may assign all of its rights and obligations under this Agreement to any Affiliate, acquiror, or successor in interest to the extent not otherwise expressly prohibited by Applicable Law. K12 may delegate the performance of its duties hereunder to any person, contractor or entity, but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

16. INDEMNITY. The Party charged with indemnifying and/or defending under this provision (the "**Indemnifying Party**") shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section 16 (the "**Indemnified Party**") promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

16.1. Indemnification of the Board. K12 will indemnify, defend, and save and hold the Board and all of its employees, officers, directors, subcontractors and agents (collectively "**Board Indemnitees**") harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "**Claim**") that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in accordance with the Charter Authorizer's, the Board's or the Board Indemnitees' instructions, procedures or written policies, except where such instructions arise from and are in accordance with explicit recommendations formally provided by or on behalf of K12, and (c) act or omission of K12 or K12 Indemnitees (defined below) in connection with School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of the Board or Board Indemnitees.

16.2. Indemnification of K12. The Board will indemnify, defend, and save and hold K12 and its Affiliates and all of their respective employees, officers, directors, subcontractors and agents, their respective successors and permitted assigns (collectively "**K12 Indemnitees**"), harmless against any and all Claims that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by the School pursuant to this Agreement, (b) noncompliance by or on behalf of the Board with any Applicable Law in connection with School's operations, (c) act or omission of the Board or any Board Indemnitees in connection with the School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of K12 or K12 Indemnitees.

16.3. Indemnification Procedures.

16.3.1. Notice Requirement. Each Indemnified Party must give written notice to the other of the existence of a Claim promptly after such Indemnified Party first receives notice of the existence of the potential Claim, provided that such Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice except and only to the extent the Indemnified Party actually incurs an incremental expense or otherwise has been materially prejudiced as a result of such delay.

16.3.2. Defense and Settlement of Claims. Each Indemnified Party seeking indemnification hereunder will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of such Claim, provided, that (i) counsel for the Indemnifying Party who will conduct the defense of such Claim must be reasonably satisfactory to such Indemnified Party and (ii) such Indemnified Party may participate in such defense at such Indemnified Party's expense. Except with the prior written consent of the Indemnified Party seeking indemnification hereunder, the Indemnifying Party, in the defense of any Claim, will not consent to entry of any judgment or enter into any settlement. In the event that any Indemnified Party seeking indemnification hereunder has been advised by counsel for the Indemnifying Party that such Indemnified Party may have available to it one or more defenses or counterclaims that are different from or in addition to one or more of those that may be available to the Indemnifying Party in respect of such Claim and, in such counsel's reasonable opinion, such counsel could not assert such defenses or counterclaims without creating a conflict of interest, such Indemnified Party will have the right to take over and assume control over the defense of such claim at the sole cost of the Indemnifying Party, provided that if such Indemnified Party does so take over and assume control, such Indemnified Party will not settle such claim without the written consent of the Indemnifying Party. In the event that the Indemnifying Party does not accept the defense of any matter as above provided, the Indemnified Party seeking indemnification hereunder will have the right to defend against such Claim, provided that such Indemnified Party will not settle such Claim without the written consent of the Indemnifying Party. In any event, any Indemnified Party seeking indemnification hereunder and the Indemnifying Party will cooperate in the defense of any claim subject to this Section entitled "Indemnification".

17. INSURANCE.

17.1. Liability Coverage. Each Party will initiate and maintain for a period of two (2) years after the expiration or termination of this Agreement, at its own expense, comprehensive professional and general liability insurance, including product liability, contractual liability (applicable to the indemnification obligations of the said Party set forth herein), and advertising injury insurance, with reputable and financially secure insurance carriers to cover the operations of the said Party, for not less than $5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). Such insurance required by the Board (excluding D&O and E&O insurance) will include K12 and its Affiliates and their respective directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Such insurance required by K12 (excluding D & O and E & O insurance) will include the Board and its respective directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Each Party's insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

17.2. Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within five (5) days of written request by that Party. The Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change to such insurance.

17.3. Insurance Coverage No Limitation on K12's Rights. The Board's insurance will be primary

coverage and any insurance K12 may purchase shall be excess and non-contributory for all clams directly related to actions or omissions of the Board. K12's insurance will be primary coverage and any insurance the Board may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of K12. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on a Party's indemnification obligations expressly set forth herein.

17.4. Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the School as required by Applicable Law.

17.5. Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

18. REPRESENTATIONS AND WARRANTIES.

18.1. Representations and Warranties of K12. K12 hereby represents and warrants to the Board:

18.1.1. Organization and Good Standing. K12 is a limited liability company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of K12 Inc.

18.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K12 and constitutes the valid and legally binding obligation of K12, enforceable against K12 in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.1.3. Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth in the applicable Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARATEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS.

18.1.4. Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; (b) resulting from inadequate or improper maintenance, modification, storage, access or usage by the Board, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

18.2. Representations and Warranties of the Board. The Board hereby represents and warrants to K12:

18.2.1. Organization and Good Standing. The Board is a body corporate duly organized, validly existing, and in good standing under the laws of the State.

18.2.2. Power and Authority; Authorization; Binding and Enforceable Agreement. The Board has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by the Board and constitutes the valid and legally binding obligation of the Board, enforceable against it in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.2.3. Authority Under Applicable Law. The Board has the authority under Applicable Law to: (i) contract with an educational management company to obtain the Educational Products and Services and all other programs and services under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

18.2.4. Non-Contravention. The execution, delivery and performance of this Agreement by the Board will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the Board or any other party thereto.

18.2.5. Provision of Authority to K12. The Board has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

18.2.6. Charter Enforceability and Renewal. During the Term, the Charter shall be in full force and effect and shall constitute a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board shall deliver a true and complete copy of the Charter (and all Board-Charter Authorizer agreement(s), if any) to K12. The Board will use best efforts to maintain the Charter in full force and effect during the Term and to renew the Charter upon its expiration and seek any performance certificate's required for renewal in accordance with State law, with assistance from K12 within a reasonable time before any Charter expiration.

18.2.7. Certain Provisions of the Charter. The Charter will, when approved, authorize the Board to operate the School and receive the federal, state and local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the School program and other activities contemplated in this Agreement.

19. OFFICIAL NOTICES. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) reputable overnight carrier, postage prepaid, (iii) facsimile (with confirmation of transmission by sender's facsimile machine), or (iv) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given (i) three business days after mailing as described in clauses (i) or (ii) of the foregoing sentence, (ii) on the date of personal delivery or (iii) on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the next succeeding business day). Electronic mail does not constitute official notice under this Agreement. The addresses of the Parties are:

For K12:
K12
ATTN: EVP of School Management & Services
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Phone: 703-483-7000
Fax: 703-483-7330

With Copy To K12's Counsel:
K12
ATTN: General Counsel
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Phone: 703-483-7000
Fax: 703-483-7496

For Board:
Idaho College and Career Readiness Academy
ATTN: Board President
TBD Mary Lupkes
_____, Idaho _____
Phone: 208-870-7218
Fax: _____

With Copy To The Board's Counsel:
Yorgason Law Offices, PLLC
ATTN: Chris Yorgason
6200 N. Meeker Place
Boise, Idaho 83713
Phone: (208) 861-3332
Fax: (208) 375-3271

20. NON-SOLICITATION/NON-HIRING.

20.1. Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

20.2. Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The Board acknowledges and agrees that no Balanced Budget Credits shall be issued by K12 to cover any penalty, damages or other relief owed by the Board upon a violation of this provision.

20.3. Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 20.2.

21. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.

21.1. Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Board's authorized designee and to the Head of School for K12. If the dispute is not resolved after ten (10) calendar days from the receipt of such written notice, then the Parties shall escalate the matter to the Board's authorized executive designee and the Western Regional Vice President for K12. If the dispute is not resolved after five (5) business days thereafter, then the Parties shall escalate the effort to resolve to the Board President and the Executive Vice President of School Management and Services for K12 who shall have five (5) days to seek resolution of the matter. The dispute resolution procedures described herein will

be deemed complete upon the earlier to occur of the following: (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures; and (ii) the relevant dispute is not resolved within the time periods provided under.

21.2. Mediation and Arbitration. If the Parties are unable to resolve the dispute pursuant to the Section immediately above, the Parties agree that they will attempt in good faith to settle any and all disputes arising out of this agreement, including those disputes relating to the enforceability or validity of this Agreement, through a process of mediation in Ada County, Idaho, under the supervision of a mutually agreed upon mediator. In the event that mediation fails to settle any such dispute(s), the Parties hereby agree to proceed to mandatory binding arbitration in Ada County, Idaho, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional mediator and/or arbitrator.

21.3. Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the Board acknowledges that in the event it breaches any provision contained in the Section entitled "Intellectual Property Rights", K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. As such, in its sole discretion, K12 may seek immediate judicial relief as available in law or equity, and the initiation of any judicial proceeding will suspend the dispute resolution procedures set forth above. K12 will be entitled to enforce this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief during the above described dispute resolution procedures, will not create any inference regarding the presence or absence of irreparable harm.

21.4. Governing Law. The laws of the State without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

22. MISCELLANEOUS.

22.1. Coordination; Exercise of Approval or Consent Rights:

22.1.1. Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the Board's legal counsel will consult from time to time with respect to the requirements of Applicable Law, the Charter, and the Board's and the Charter Authorizer's policies as they relate to the School's operations.

22.1.2. Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussions.

22.2. Force Majeure. Notwithstanding any other sections of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence.

22.3. Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.4. Counterparts, Facsimile or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile or PDF signature pages as if such facsimile or PDF pages were originals.

22.5. License Audit. Upon forty-five (45) days written notice, K12 may audit the School's use of the Educational Products and the Board agrees to cooperate and provide reasonable assistance with such audit. The Board agrees to pay within thirty (30) days of written notification any fees applicable to the School's use of the Educational Products in excess of the license rights granted herein or K12 may revoke the related technical support and license(s).

22.6. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.7. Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.8. Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

22.9. Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.10. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

22.11. No Third-Party Rights. This Agreement is made for the sole benefit of the School and K12 and their respective successors and permitted assigns. Except as set forth in Sections 13 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

22.12. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

22.13. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

* * * * * * * * *

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

For and on behalf of	**For and on behalf of**
IDAHO COLLEGE AND CAREER READINESS ACADEMY	**K12 VIRTUAL SCHOOLS LLC**
Signed: Kerry L Wysock	**Signed:**
Name: Kerry L. Wysock	**Name:**
Position: BOARD PRESIDENT	**Position:**
Date: 6-13-2013	**Date:**

EXHIBIT A
Curriculum and Services

I. Educational Products, Pupil Recruiting and Product Related Services: During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School, its Students and its personnel the following Educational Products and related services in accordance with the fees published on the Product Price List provided to the Board:

1. Online School: For each school year during the Term, K12 will provide a license for and access to: (i) K12® Curriculum and associated learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to applicable electives per the K12 course catalogue; and (ii) any third party curriculum K12 generally offers its managed virtual schools, or procures for the School on behalf of the Board, in each case for such courses required by Applicable Law or as otherwise agreed in writing.

2. Instructional Tools and Materials. Such instructional tools and supplies, including without limitation textbooks and multi-media teaching tools, as K12 determines in its discretion to be necessary to deliver the educational program. K12 shall identify which of such materials are durable shall be reclaimed. These materials will be returned in accordance with Section 12.2.

3. Product Related Services. Pupil Recruitment and related services are included in the cost of the curriculum and materials in the Product Price List:

a. Additional Instructional Support. K12 will make available the necessary instructional support and teachers as mutually agreed upon in accordance with the Product Price List as the School may require for the Educational Products and related offerings.

b. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Additionally recruitment includes designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may be general awareness or combined campaigns, launched to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area. Information that K12 obtains with respect to leads generated including, but not limited to, statistics, trends and contact information shall be owned by K12 (and its Affiliates).

c. Admissions. Implementation of the School's admissions policy and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery or waitlist if required.

d. Family Services. Plan and arrange School orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the School, its curriculum, the application/enrollment process, instructional materials, etc. Help facilitate the creation of a parent manual and/or student handbook.

e. School Feedback. Obtain feedback on how to improve the School and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.

f. Computers. K12 may provide or cause to be provided computers, monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the curriculum and as agreed to in writing by K12 during the budgeting process. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement.

g. Student Clubs and Contests. Access to monitored, private, virtual social clubs for Students. Clubs meet monthly and are formed based on Student feedback on their interests. K12 also provides access to participation opportunities in nationwide art, poetry and craft contests. Access to both Student clubs and contests is voluntary and is open to all Students.

h. High School Services: As requested and as available, K12 may offer the following for High School Students:

i. Counseling Tools - Students will have access to various counseling tool(s) to support college, career planning and exploration. These tools and related offerings are described below.

- National and local counseling efforts are buttressed by an online college and career planning platform that helps students organize and plan their futures. This tool helps students keep track of their high school coursework, log extracurricular activities/work hours, and set goals and strategies for achieving those goals. Further, this tool provides values, skills, and interests assessments to help direct students toward professional fields in which they are inclined while also offering a robust college search engine, allowing students to compare colleges across many different facets. Finally, this tool assists students in managing their college applications and searching for scholarships.

- Nationally, K12 offers virtual sessions that aid in helping students recognize the importance of high school performance and post-secondary education planning. K12 exposes students and their parents to a multitude of pathways including attendance at a four-year college or university, community college, vocational/technical college, military, and civilian service opportunities. K12 offers career exploration sessions presenting adults who are professionals across a variety of career clusters. K12 provides college application and admissions sessions covering various types of colleges, components of college applications, and strategies for crafting a competitive application.

- Additionally, during the school year students can take advantage of college and career-focused teacher-led virtual clubs and during the summer K12 offers college and career-focused virtual camps.

- The High School Business Unit provides support for different high school models by working with schools to create offerings and programs that match the needs of various student populations.

II. Administrative Services: During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School the administrative services (the "Administrative Services") set forth below. K12 will provide the Administrative Services at School's facility and from K12's offices in Herndon, Virginia and elsewhere, as deemed necessary in K12's discretion.

1. Educational Program Consulting. Propose educational goals, curriculum (including securing third party curriculum), methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the School. K12's recommendations for the School will be consistent with Applicable Law and the Charter. As mutually agreed, K12 will also assist the Board with obtaining student internships to provide Students with hands on training and career opportunities.

2. Personnel Assistance. Supervision of all personnel providing Educational Products, Administrative Services, and Technology Services. Management of all School employees including discipline and hiring recommendations in accordance with the Agreement, but excluding performing the following: payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits, each of which shall be Board's (or its non-K12 designee's) responsibility. Provide teacher performance evaluation models to the Board as requested, and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.

3. Insurance. Assist the Board with obtaining general liability insurance or other insurance required with a reputable carrier for the Board in accordance with this Agreement, the Charter, the Lease (if applicable) and Applicable Law.

4. Facility Management. As may be applicable, help identify location of the Board's administrative office facility(ies) for the School and facilities for hands on Student training and internships. Together with Board's attorney and designees, assist with negotiating and approving facility licenses, leases, leasehold improvements and lease amendments entered into in accordance with the Agreement.

5. Business Administration. Administration of all business aspects and day-to-day management of the School. These services shall include:

a. Consultation, and services as liaison on behalf of the School with the Charter Authorizer, and other governmental offices and agencies;

b. Consultation and advice regarding special education programs, processes, support services and reimbursements;

c. Consistent with other provisions of the Agreement, provide School administrative staff as appropriate;

d. Work with Board's counsel, if any, on legal matters affecting the School;

e. Preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer;

f. Consultation with respect to, and monitoring and oversight of, state reporting systems;

g. Assist the Board in identifying and applying for grants and other funding opportunities;

h. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);

i. Arrange contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;

j. Help establish and implement policies and procedures to maintain proper internal controls;

k. Provision of regulatory compliance services, including responses to audits; and

l. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.

6. Budgeting and Financial Reporting.

a. Preparation of a proposed annual budget for the School, including projected revenues, expenses and capital expenditures. The School budget and subsequent modifications shall be adopted in accordance with the process set forth in Section 4 of the body of Agreement.

b. As practical and as possible, provide to Board on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source for the School,

and detailed statements of all direct expenditures for services rendered to the School.

c. Provide to the Board all financial reports required under Applicable Law and by the Charter Authorizer including an annual financial report.

d. Subject to any confidentiality obligations imposed on K12 by third parties, provide to the Board such other information either required by the Charter Authorizer to be made available to the Board or the Charter Authorizer as requested, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.

Notwithstanding the foregoing, K12 will not be responsible for filing any tax forms for the Board.

7. Financial Management.

a. In accordance with the Agreement and the School's expenditure authorization policy, K12 will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all School Expenses, out of the School funds managed by K12 to the extent such funds are managed by K12.

b. All School funds will be maintained in an account(s) belonging to the Board over which designated representatives of K12 will have signature authority as approved by the Board. The Board will immediately transfer to such account(s) all School Revenues received by the Board from any source, including but not limited to per pupil payments or reimbursements received from the State or federal government and/or any other source, as well as any and all contributions received by the Board for the School.

c. Perform necessary planning, forecasting, accounting and reporting functions as appropriate.

d. Assist and coordinate in any third-party financial audit(s) of the School.

8. Maintenance of Financial and Student Records.

a. K12 will maintain and keep the records and books of the School at the facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of the Board or its designees (including Teachers) disclosing to K12 the School student's educational records.

b. K12 will maintain accurate financial records pertaining to the operation of the School and will retain all such records for a period of seven (7) years (or longer/shorter if required/allowed by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.

c. K12 will maintain accurate student records pertaining to students enrolled in the School in the manner required by Applicable Law, and retain such records on behalf of the Board at the agreed facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of Board.

d. Ensure accessibility of School records to the Board, its independent auditor and the State for completion of audits required by Applicable Law. The Parties agree to maintain, retain, disclose, and withhold School records as may be required and in the manner required by Applicable Law.

9. Student Discipline. Provide necessary information and cooperate with the Board on the handling of all student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for Board adoption consistent with Applicable Law.

10. Annual Reports to Charter Authorizer. Create, design, and arrange for publication and dissemination of an annual report regarding the School in accordance with Applicable Law.

11. Teacher Effectiveness and Training. Develop new teacher training and ongoing professional development for teachers. Develop and maintain the K12 Teacher Handbook. Host ongoing teacher

professional development sessions throughout the school year for new and returning teachers.

12. Charter Authorizer Policies and Charter Renewal. Assist the Board in complying with all applicable Charter Authorizer policies as reasonably interpreted to apply to the School program. Assist the Board with drafting the School's Charter renewal application, including working with the Board to develop any necessary budgetary and curriculum information. Provide information to help prepare Board members to present and defend School's Charter renewal application before the Charter Authorizer.

13. Instructional Property Management. Prepare and submit to the Board proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

14. Grants and Donations for the School. On behalf of the Board, K12 may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the School's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the Board and such fund shall be used as designated.

15. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

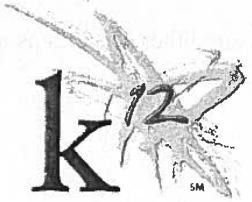
III. Technology Services: During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School the technology services (the "Technology Services") described below. K12 will provide the Technology Services at the facility and from K12's offices, as deemed necessary and in K12's discretion.

1. 24-7 monitoring of production services, i.e., the Student account management systems (currently to include the system known as "SAMS") and the on-line learning management system;
2. Monitor and analyze system data, to fix production issues as they may arise;
3. Generate reports on pupil academic performance, attendance and progress;
4. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the School;
5. Train School staff, as deemed appropriate and necessary, on technology systems;
6. Develop, design, publish, and maintain the School's website;
7. Install and maintain the School's computer network;
8. Generate technology related reports as may be required by the Charter Authorizer or Applicable Law;
9. Develop community tools on the School's website and/or K12 platform which may include password protected threaded discussion and message boards, moderation functionality, directories, etc.;
10. Determine hardware configurations (including software and operating systems) for the School's technology needs;
11. Provide onsite and telephone support for the School administration in troubleshooting system errors, and telephone support for current students;
12. Propose for the Board adoption policies and procedures regarding the responsible use of computer equipment and other School property;
13. Support Teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
14. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;

15. Help ensure electronic security of Student records (through the use of encryption, firewalls, etc.);
16. Provide a Web-filtering device to ensure that current Students do not have access to inappropriate materials on the Internet;
17. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
18. Design and implement inventory management systems with the School's distribution and hardware vendors, as well as reclamation programs, as needed;
19. Provide online enrollment, registration and placement services;
20. Provide School email accounts for School employees;
21. Provide School care and technology support services on the learning management system, computer and software issues;
22. Oversee changes to the School website to maintain quality assurance and make sure that there are not "version control" problems;
23. Coordinate security, creative, and content issues pertaining to the website;
24. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
25. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
26. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

EXHIBIT B

K12 Proprietary Marks



K12 Managed Virtual Academy
Billing Terms and Price List
FY2012-2013

Version: 1.1 **Effective Date:** July 1, 2012

I. On-Line School (OLS) /Learning Management System (LMS) – On-Line Curriculum

Grades 9-12

K12 Inc. or its affiliates will invoice an upfront fee for each course enrollment in the month the LMS is activated. This includes course enrollments resulting from new courses, placement changes, transfers and promotions.

In addition to the upfront fee, the school will be billed a monthly fee for each course. Schools will be invoiced monthly for the total number of courses in which a student is enrolled. The monthly fee will be charged for a course through the month that one of the following events occurs: course completion, promotion, withdrawal, placement change or transfer.

For incomplete courses that will resume in the following school year or the following semester, monthly fees will be renewed; a second upfront fee will not be charged for such course continuation.

Credit Policy

For students withdrawing or swapping courses within thirty (30) days after a course's OLS/LMS course start date, the school will receive a 50% credit of the upfront fee for each applicable course. The withdrawal date is the date that the school submits the withdrawal to K12 via the withdrawal process.

Note: Schools are required to maintain detailed records on all withdrawals, placement changes and promotions to ensure all charges and credits are accurate.

II. MATERIALS

Grades 9-12

K12 Inc. or its affiliates will invoice for course materials as they are shipped.

All non-consumable materials must be returned upon withdrawal, promotion or at the end-of-school year / semester or the school will be subject to an additional charge to cover the cost of the unreturned materials per terms of the school's service agreement with K12.

Should a student require a replacement component due to damage or loss, the school will be invoiced for the component at the applicable rate per the Managed Virtual Academy Component Price List.

Credit Policy: No credit will be issued for withdrawing students.

K12 Managed Virtual Academy
Billing Terms and Price List
FY2012-2013

Version: 1.1 **Effective Date:** July 1, 2012

III. COMPUTERS & RELATED ACCESSORIES

K12 Inc. or its affiliates will invoice schools for student computers and related accessories beginning the month the computer is shipped. Computer charges will include a onetime upfront fee and a monthly lease fee. For active students, schools will not be charged more than ten (10) monthly installments of the computer lease fee for any one student within a school year. Schools will be charged the upfront fee for any student ordering a computer for the first time or a replacement computer due to loss or damage. For prior-year students who already have a computer, the ten (10)-month installment period will begin in July.

For withdrawing students, K12 Inc. or its affiliates will bill for the month the student withdraws plus one additional month after withdrawal to cover the period of reclamation. For students who have already been billed the 10 monthly installments and withdraw prior to the end of the school year, the school will be invoiced one additional month to cover the period of reclamation. *Depending on he month of withdrawal this may result in "11" monthly installments within the fiscal year*. For students who withdraw in June, schools will be charged the one additional month of the lease fee with the subsequent school year's August invoice.

For prior-year students who withdraw in July of the current school year and for prior-year students who are automatically withdrawn via the K12 Mass Withdrawal process, schools will be charged only one additional month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will appear with the August invoice. Likewise for new students who enroll and withdraw in July of the current school year, but for whom a computer was shipped, schools will be charged only one month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will also appear with the August invoice.

Credit Policy: No credit will be issued for withdrawing students.

IV. Teacher OLS

K12 Inc. or its affiliates will invoice an annual OLS/LMS usage fee at the start of the school year for all teacher accounts to the On Line School. Should a teacher be replaced during the year, access is transferable and will not result in an incremental charge.

V. MATERIALS – Teacher Kits

K12 Inc. or its affiliates will invoice for materials when materials are shipped. Material invoices will be sent monthly, as appropriate.

Credit Policy: No credit will be issued for shipped teacher materials.

K12 Managed Virtual Academy
Billing Terms and Price List
FY2012-2013

Version: 1.1 **Effective Date:** July 1, 2012

VI. INVOICING DATES

Billing data will be pulled on the 25th of every month covering the 24th of the prior month through the 25th of the current month. For example, for the March invoice the billing data will cover February 24th through March 25th.

Periodically, there will be exceptions to the billing dates to account for holidays and closing schedules such as year end. Notification will be sent to the schools prior to a date adjustment.

V. FEES

High School Course Price List

Upfront Per Course - High School	$	42.00
Monthly Per Course - High School	$	16.50
K12 Provided Teacher/Student	$	210.00
Materials Average	$	56.00

High School Computer Price List

Upfront Desktop - High School	$	75.00
Monthly Desktop - High School	$	35.00
Reclamation per computer	$	125.00
Upfront Laptop	$	75.00
Monthly Laptop	$	55.00
Reclamation per computer	$	125.00

Teacher Price List

Teacher OLS

Account Activated Before 12/31/12:	**Usage Fee / School Year**	$2,195.00
Account Activated On/After 1/1/13:	**Usage Fee / School Year**	$1,100.00

National Math Lab $420/student/year.

***Fees include K-8 Aventa, Powerspeak, MIL and K12 courses.**

Education Service Provider and Vendor

Evaluation Instrument

Introduction

This tool is to evaluate the effectiveness of any service provider a charter school uses for specific services. By garnering feedback from individuals who utilize or work with the service provider, the service provider can implement the feedback to improve practices and charter schools can ensure they are getting a quality product paid for with taxpayer funds.

The sample provided is for an Education Service Provider (ESP), which is a nonprofit or for-profit full service educational company. Pieces of the sample can be used for specific vendor evaluation. It is essential that the evaluation instrument be closely matched to the contract. If a contract has not been established, this evaluation instrument may also serve to invoke additional provisions in the contract.

Evaluation Process

The designated lead individual ("Lead"), should have authorization either from the charter school governing board or administration to conduct and oversee the evaluation. There may be a variety of individuals involved, based on the type of service provider and the scope of the provider's contract. For example, for a comprehensive service provider, the governing board, administrative staff, teaching staff and others will all evaluate the company.

The evaluation instrument should be established at the same time as the contract. The Lead will identify the main categories for evaluation and ensure that the instrument matches the priorities for the school.

Evaluation should be done at least annually. This may vary according to the needs of the school. For smaller vendor services, evaluation may be every other year.

How the evaluation results are used is also dependent upon the needs of the charter school. An ESP evaluation should be used annually by the governing board to determine the effectiveness of performance. The governing board should debrief results with the ESP's leadership or representatives.

General Contract Compliance

(This section should NOT in any way re-hash what was executed in the performance agreement, rather it is an evaluation of compliance with the agreed-upon terms.)

Files reports to the authorizer and state in a timely manner.	*1*	*2*	*3*	*4*	*N/O*
Regularly reports to the governing board.	1	2	3	4	*N/O*
Ensures compliance with federal and state laws and authorizer policy that have not been waived.	1	2	3	4	*N/O*
Provides a comprehensive educational program designed to meet the needs of most students.	1	2	3	4	*N/O*
Selects, evaluates and develops a highly competent lead administrator.	1	2	3	4	*N/O*
Provides the governing board and authorizer with an annual performance report.	1	2	3	4	*N/O*
Ensures compliance with governing board policies.	1	2	3	4	*N/O*
Participates in strategic planning with the governing board.	1	2	3	4	*N/O*
Maintains regular and effective communication with the governing board.	1	2	3	4	*N/O*
Ensures legal counsel is used when necessary.	1	2	3	4	*N/O*
Communicates proposed legislation and other proposed policy changes that are relevant, to the governing board.	1	2	3	4	*N/O*
Advocates in the policy environment for charter schools, as a whole, and the school, in particular.	1	2	3	4	*N/O*
Comments:					

Educational Program

The provided curriculum supports Common Core Standards.	*1*	*2*	*3*	*4*	*N/O*
Ensures adequate resources are available to instructional staff to support the curriculum.	1	2	3	4	*N/O*
Provides content that will promote learning for students with varied educational needs.	1	2	3	4	*N/O*
Maintains parent/student to staff lines of communication effectively.	1	2	3	4	*N/O*
Incorporates needed revisions to the curriculum based upon feedback from staff and/or parents.	1	2	3	4	*N/O*
Monitors student academic achievement data and modifies the educational program as needed for continuous improvement.	1	2	3	4	*N/O*
Ensures each student has needed hardware and software to fully access his/her complete educational program.	1	2	3	4	*N/O*
Provides opportunities for parents/learning coaches and students to provide feedback on the educational program.	1	2	3	4	*N/O*
Comments:					

Human Relations

Ensures the school complies with nondiscrimination laws and policies.	*1*	*2*	*3*	*4*	*N/O*
Creates the staff handbook for governing board approval.	1	2	3	4	*N/O*
Coordinates faculty and staff recruitment as needed.	1	2	3	4	*N/O*
Executes or assists in terminations of personnel (whichever is pertinent) and deals with unemployment claims, COBRA, etc.	1	2	3	4	*N/O*
Personnel background checks are conducted on all personnel in a timely manner and records properly maintained.	1	2	3	4	*N/O*
Provides support for or conducts employee evaluations (whichever is pertinent).	1	2	3	4	*N/O*
Provides for employee goal setting in alignment with the governing board and	1	2	3	4	*N/O*

school's philosophies.					
Ensures employee benefits are well communicated with staff.	1	2	3	4	*N/O*
Ensures compliance with federal and state employment policies.	1	2	3	4	*N/O*
Comments:					

Financial and Operations

Provides monthly financial reports to the governing board.	*1*	*2*	*3*	*4*	*N/O*
Annual budget development is timely and accurate.	1	2	3	4	*N/O*
Budget modifications are made with a fiscally conservative philosophy and are legally compliant with state and federal laws.	1	2	3	4	*N/O*
Financial records are maintained accurately and are kept up to date.	1	2	3	4	*N/O*
Corporate records are maintained with accuracy and are available in the school office.	1	2	3	4	*N/O*
Contracts with, or assists the school in contracting with, third party vendors.	1	2	3	4	*N/O*
Forecasts out for a period of five years and reports the projected budget at least annually to the governing board.	1	2	3	4	*N/O*
Administers payroll and provides regular reports.	1	2	3	4	*N/O*
Processes payments in an accurate and timely manner.	1	2	3	4	*N/O*
Completes Title program grant documentation and ensures compliance with funding guidelines.	1	2	3	4	*N/O*
Creates and implements financial policies and procedures as needed.	1	2	3	4	*N/O*
Provides for or oversees onsite third-party vendors such as custodial services, security, or food services.	1	2	3	4	*N/O*
Orders supplies and ensures accuracy.					
Maintains a complete inventory and asset list.					
Oversees compliance with liability insurance reporting requirements and communicates effectively with the service provider.					
Comments:					

Student Records and Data

Maintains student records that are compliant with federal and state laws and are available to school personnel, as needed.	*1*	*2*	*3*	*4*	*N/O*
Ensures compliance with federal and state laws, including, but not limited to, Special Education, English Language Learner and Colorado Reading Act.	1	2	3	4	*N/O*
Effectively oversees and manages the state assessment program for the school.	1	2	3	4	*N/O*
Accurately maintains student academic achievement data, analyzes the data as necessary and regularly communicates with school staff about the data.	1	2	3	4	*N/O*
Comments:					

APPENDIX

7. Budget Assumptions

Idaho Public Charter School Commission
Charter Petition: Budget Assumptions

School Name: IDCCRA

Revenue

Explanations Related to Key Revenue Line Items (required)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Line Item	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
State Support	$675,000	$900,000	$1,170,000	Enrollments; Worst 150, Likely 200, Best 250
REVENUE TOTALS	$650,000	$900,000	$1,170,000	

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed]

CERTIFIED STAFF	WORST CASE BUDGET		LIKELY BUDGET		BEST CASE BUDGET		
Classroom Teachers	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**Assumptions / Details / Sources**
Teachers	5	$200,000	5	$200,000	5	$200,000	5 FTE is minimum needed to operate the school
Classroom Teacher Subtotals	5	$200,000	5	$200,000	5	$200,000	Average Classroom Size: varies by student count
Special Education	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**Assumptions / Details / Sources**
SPED teachers	1	$50,000	1	$50,000	1	$50,000	1 FTE is the minimum needed to operate the school
Special Education Subtotals	1	$50,000	1	$50,000	1	$50,000	Anticipated % Special Education Students: 10%
Other Certified Staff	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**Assumptions / Details / Sources**
Certified staff	2	$60,000	2	$60,000	2	$60,000	Academic Counselors - 2 FTE is minimum needed to run the school
Other Certified Staff Subtotals	2	$60,000	2	$60,000	2	$60,000	

CERTIFIED STAFF TOTALS	8	$310,000	8	$310,000	8	$310,000

CLASSIFIED STAFF	WORST CASE BUDGET		LIKELY BUDGET		BEST CASE BUDGET		
Position	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**Assumptions / Details / Sources**
Operations Administrator	1	$50,000	1	$50,000	1	$50,000	IDCCRA Manager
Registrar	1	$21,280		$21,280		$21,280	
Administrative Assistant	1	$18,720		$18,720		$18,720	
Maintenance	.3	6,000	.3	6,000	.3	6,000	Part time as needed
CLASSIFIED STAFF TOTALS	3.3	$96,000	3.3	$96,000	3.3	$96,000	

BENEFITS	WORST CASE BUDGET		LIKELY BUDGET		BEST CASE BUDGET		
Position	**Rate**	**Amount**	**Rate**	**Amount**	**Rate**	**Amount**	**Assumptions / Details / Sources**
Varies	15%	$60,000	15%	$60,000	15%	$60,000	No contracts, all Part Time staff with limited benefits
BENEFIT TOTALS	15%	$60,000	15%	$60,000	15%	$60,000	

Board of Directors (required)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
Travel/training	$5,000	$5,000	$5,000	Board members are not paid. Only travel and training expenses
BOARD TOTALS	$5,000	$5,000	$5,000	

Educational Program / Curriculum (required)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Comments / Assumptions / Sources**
Textbooks	$300,000	$400,000	$500,000	K12 contracted as sole provider
Supplies	150,000	200,000	250,000	K12 contracted as sole provider
EDUC PROGRAM TOTALS	$450,000	$600,000	$750,000	

Technology (required)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Comments / Assumptions / Sources**
All ADP equipment and services	$70,000	$95,000	$118,750	K12 contracted as the sole provider
TECHNOLOGY TOTALS	$70,000	$95,000	$118,750	

Utilities (required if not provided w/ facilities information)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Comments / Assumptions / Sources**
N/A				Provided in lease contract
UTILITIES TOTALS				

Facilities Details (required if not provided w/ facilities information)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Comments / Assumptions / Sources**
Rented office space	$51,000	$60,000	$66,000	Leased office space only. We are an online school.
UTILITIES TOTALS	$51,000	$60,000	$66,000	

Furnishings (optional)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Comments / Assumptions / Sources**

N/A				Provided in rental agreement
FURNISHINGS TOTALS				

Transportation (optional)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Comments / Assumptions / Sources**
Travel	$5,000	$5,000	$5,000	Teacher and SPED mileage
TRANSPORTATION TOTALS	$5,000	$5,000	$5,000	

Other Expenses (optional)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	**Amount**	**Amount**	**Amount**	**Comments / Assumptions / Sources**
Legal	$5,000	$5,000	$5,000	
ISP	$35,000	$35,000	$35,000	
Telephone	$3,000	$3,000	$3,000	
Insurance	$30,000	$30,000	$30,000	
Staff Development	$10,000	$10,000	$10,000	
Postage	$2,000	$2,000	$2,000	
OTHER TOTALS	$85,000	$85,000	$85,000	

Narrative

[If there is any additional information that you feel will be valuable for us to know in reviewing any of your budgets, please provide it here.]

Unless otherwise stated, all estimates are for the Year 1 budget estimates.

IDCCRA Head of School will be a K12 Employee. As a result, the salary is covered in the Services Agreement and not in the IDCCRA Budget. Business Manager, HR,

Technology Services, and Special Educations Management services are also provided by K12 and covered in the Services Agreement.

The IDCCRA Operations Manager will be a Board Employee. Teachers, counselors, and office staff will also be Board employees. Those salaries are referenced above in the Assumptions.

Based on the intended instructional model, the number of teachers listed above will be enough to adequately instruct the Best Case number of students of 250. If there are fewer than 250 students, we will still need the same number of teachers. With fewer students, the result will be that each teacher will have fewer students per class.

Based on the K12 estimates for providing curriculum to the 200 students listed in Year 1 of the Proposed Budget template, the cost for textbooks and supplies is $600,000; $400,000 for textbooks and $200,000 for supplies.

The educational model being proposed is scalable. Yearly growth estimates are used to model projected changes in budget from year to year. With a scalable model, more teachers can be brought to bear if growth expectations exceed budgeted growth.

Curriculum will be provided per the services agreement with K12.

Pre-start revenues are included in the 1st Year Cash Flow document. As we are operating a virtual school, we do not anticipate the need for pre-opening expenses prior to July 2014. Office space is already being utilized in the facility referenced in the proposed budget. IDCCRA will begin hiring teachers in July and distributing equipment in July.

List of Attachments

Attachments

[Please insert rows as needed. List any attached documents related to the costs described above.]

Attachment Title	Brief Description	Notes or Considerations

APPENDIX

8. Three Year Operating Budget

Charter School
Annual Budget Template
(Proposed Budget)

	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	200			250			300			350			400		
Revenues:															
State Apportionment		$4,500	$900,000		$3,900	$975,000		$4,000	$1,200,000		$ 3,857	$1,350,000		$ 4,000	$1,600,000
State Transportation			0			0			0			0			0
Nutrition Program			0			0			0			0			0
Federal Grants			250,000												
K12 Balancing invoice			166,000			636,250			706,500			851,750			902,000
Insert Revenue Lines Here															
Total Revenues			$1,316,000			$1,611,250			$1,906,500			$2,201,750			$2,502,000
Expenses:															
Salaries:					0.0%			0.0%			0.0%			0.0%	
Teachers	$40,000	5	$200,000	$41,666	6	$250,000	$42,857	7	$300,000	$ 43,750	8	$350,000	$ 44,444	9	$400,000
Special Ed	$50,000	1	50,000	$50,000	1.1	55,000	$50,000	1.2	60,000	$ 50,000	1.3	65,000	$ 50,000	1.5	75,000
Instructional Aids	$30,000	0	0	$30,000	0	0	$30,000	0	0	$ 30,000	0	0	$ 30,000	0	0
Classified/Office Staff	$30,000	2	60,000	$30,000	2.5	75,000	$30,000	3	90,000	$ 30,000	3.5	105,000	$ 30,000	4	120,000
Administration	$30,000	3	90,000	$30,000	3.75	112,500	$30,000	4.5	135,000	$ 31,500	5	157,500	$ 32,727	5.5	180,000
Nutritional Program	$42,000	0	0	$42,000	0	0	$42,000	0	0	$ 42,000	0	0	$ 42,000	0	0
Librarian	$45,000	0	0	$45,000	0	0	$45,000	0	0	$ 45,000	0	0	$ 45,000	0	0
Maintenance/Other	$20,000	0.3	6,000	$20,000	0.375	7,500	$20,000	0.45	9,000	$ 21,000	0.5	10,500	$ 24,000	0.5	12,000
Insert Salaries Lines Here															
Total Salaries			$406,000			$500,000			$594,000			$688,000			$787,000
Benefits:															
Retirement/PERSI	1.0%		$3,160	1.0%		$5,000	1.0%		$6,840	1.0%		$8,680	1.0%		$9,820
Health/Life Insurance	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0
Payroll Taxes	8.0%		32,480	8.0%		40,000	8.0%		47,520	8.0%		55,040	8.0%		62,960
Workers Compensation	6.0%		24,360	6.0%		30,000	6.0%		35,640	6.0%		41,280	6.0%		47,220
Insert Benefits Lines Here															
Total Benefits			$60,000			$75,000			$90,000			$105,000			$120,000
Operating Expenses:															
Textbooks	$ -		$400,000	$ -		$500,000	$ -		$600,000	$ -		$700,000	$ -		$800,000
Supplies			$200,000			$250,000			$300,000			$350,000			$400,000
Equipment			$0			$0			$0			$0			$0
Contract Services			$0			$0			$0			$0			$0
Legal			$5,000			$6,250			$7,500			$8,750			$10,000
Student ISP			$35,000			$43,750			$52,500			$61,250			$70,000
Advertising/Marketing			$0			$0			$0			$0			$0
Gas/Electric			$0			$0			$0			$0			$0
Telephone			$3,000			$3,750			$4,500			$5,250			$6,000
Liability & Property Insurance			$30,000			$30,000			$30,000			$30,000			$30,000
Testing & Assessment			$0			$0			$0			$0			$0
Staff Development			$10,000			$10,000			$10,000			$10,000			$10,000
Consulting			$0			$0			$0			$0			$0
Travel			$5,000			$6,250			$7,500			$8,750			$10,000
Postage			$2,000			$2,500			$3,000			$3,500			$4,000
Rents and Leases			$60,000			$60,000			$60,000			$60,000			$60,000
Debt Retirement			$0			$0			$0			$0			$0
Board expenses			$5,000			$5,000			$5,000			$5,000			$5,000
Technology			$95,000			$118,750			$142,500			$166,250			$190,000
Insert OE Lines Here															
Total Operating Expenses			$850,000			$1,036,250			$1,222,500			$1,408,750			$1,595,000
Program Expenses:															
Transportation	$ -		$0	$ -		$0	$ -		$0	$ -		$0	$ -		$0
Nutrition Program	$ -		0	$ -		0	$ -		0	$ -		0	$ -		0
Insert Program Expenses Lines Here															
Total Benefits			$0			$0			$0			$0			$0
Total Expenses			$1,316,000			$1,611,250			$1,906,500			$2,201,750			$2,502,000
Net Operating Income/(Loss)			$0			$0			$0			$0			$0
Beginning Fund Balance			0			0			0			0			0
Ending Fund Balance			0			0			0			0			0

Charter School
Annual Budget Template
(Best Case Budget)

	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	350	Rate	Amount
Number of Students	250			300			350			400			450		
Revenues:															
State Apportionment		$4,500	$1,125,000		$3,900	$1,170,000		$4,000	$1,400,000		$ 3,857	$1,542,860		$ 4,000	$1,800,000
State Transportation			0			0			0			0			0
Nutrition Program			0			0			0			0			0
Federal Grants			250,000												
K12 Balancing invoice			120,750			621,000			686,250			838,640			881,250
Insert Revenue Lines Here			0												
Total Revenues			$1,495,750			$1,791,000			$2,086,250			$2,381,500			$2,681,250
Expenses:															
Salaries:					0.0%			0.0%			0.0%			0.0%	
Teachers	$40,000	5	$200,000	$41,666	6	$250,000	$42,857	7	$300,000	$ 43,750	8	$350,000	$ 44,444	9	$400,000
Special Ed	$50,000	1	50,000	$50,000	1.1	55,000	$50,000	1.2	60,000	$ 50,000	1.3	65,000	$ 50,000	1.5	75,000
Instructional Aids	$30,000	0	0	$30,000	0	0	$30,000	0	0	$ 30,000	0	0	$ 30,000	0	0
Classified/Office Staff	$30,000	2	60,000	$30,000	2.5	75,000	$30,000	3	90,000	$ 30,000	3.5	105,000	$ 30,000	4	120,000
Administration	$30,000	3	90,000	$30,000	3.75	112,500	$30,000	4.5	135,000	$ 31,500	5	157,500	$ 32,727	5.5	180,000
Nutritional Program	$42,000	0	0	$42,000	0	0	$42,000	0	0	$ 42,000	0	0	$ 42,000	0	0
Librarian	$45,000	0	0	$45,000	0	0	$45,000	0	0	$ 45,000	0	0	$ 45,000	0	0
Maintenance/Other	$20,000	0.3	6,000	$20,000	0.375	7,500	$20,000	0.45	9,000	$ 21,000	0.5	10,500	$ 24,000	0.5	12,000
Insert Salaries Lines Here															
Total Salaries			$406,000			$500,000			$594,000			$688,000			$787,000
Benefits:															
Retirement/PERSI	1.0%		$3,160	1.0%		$5,000	1.0%		$6,840	1.0%		$8,680	1.0%		$9,820
Health/Life Insurance	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0
Payroll Taxes	8.0%		32,480	8.0%		40,000	8.0%		47,520	8.0%		55,040	8.0%		62,960
Workers Compensation	6.0%		24,360	6.0%		30,000	6.0%		35,640	6.0%		41,280	6.0%		47,220
Insert Benefits Lines Here															
Total Benefits			$60,000			$75,000			$90,000			$105,000			$120,000
Operating Expenses:															
Textbooks	$ -		$500,000	$ -		$600,000	$ -		$700,000	$ -		$800,000	$ -		$900,000
Supplies			$250,000			$300,000			$350,000			$400,000			$450,000
Equipment			$0			$0			$0			$0			$0
Contract Services			$0			$0			$0			$0			$0
Legal			$5,000			$6,250			$7,500			$8,750			$10,000
Student ISP			$35,000			$43,750			$52,500			$61,250			$70,000
Advertising/Marketing			$0			$0			$0			$0			$0
Gas/Electric			$0			$0			$0			$0			$0
Telephone			$3,000			$3,750			$4,500			$5,250			$6,000
Liability & Property Insurance			$30,000			$30,000			$30,000			$30,000			$30,000
Testing & Assessment			$0			$0			$0			$0			$0
Staff Development			$10,000			$10,000			$10,000			$10,000			$10,000
Consulting			$0			$0			$0			$0			$0
Travel			$5,000			$6,250			$7,500			$8,750			$10,000
Postage			$2,000			$2,500			$3,000			$3,500			$4,000
Rents and Leases			$66,000			$66,000			$66,000			$66,000			$66,000
Debt Retirement			$0			$0			$0			$0			$0
Board expenses			$5,000			$5,000			$5,000			$5,000			$5,000
Technology			$118,750			$142,500			$166,250			$190,000			$213,250
Insert OE Lines Here															
Total Operating Expenses			$1,029,750			$1,216,000			$1,402,250			$1,588,500			$1,774,250
Program Expenses:															
Transportation	$ -		$0	$ -		$0	$ -		$0	$ -		$0	$ -		$0
Nutrition Program	$ -		0	$ -		0	$ -		0	$ -		0	$ -		0
Insert Program Expenses Lines Here															
Total Benefits			$0			$0			$0			$0			$0
Total Expenses			$1,495,750			$1,791,000			$2,086,250			$2,381,500			$2,681,250
Net Operating Income/(Loss)			$0			$0			$0			$0			$0
Beginning Fund Balance			0			0			0			0			0
Ending Fund Balance			0			0			0			0			0

Charter School
Annual Budget Template
(Worse Case Budget)

	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	350	Rate	Amount
Number of Students	150			200			250			300			400		
Revenues:															
State Apportionment		$4,500	$675,000		$3,900	$780,000		$4,000	$1,000,000		$ 3,857	$1,157,150		$ 4,000	$1,600,000
State Transportation			0			0			0			0			0
Nutrition Program			0			0			0			0			0
Federal Grants			250,000												
K12 Balancing invoice			207,000			648,500			723,750			861,850			719,250
Insert Revenue Lines Here															
Total Revenues			$1,132,000			$1,428,500			$1,723,750			$2,019,000			$2,319,250
Expenses:															
Salaries:					0.0%			0.0%			0.0%			0.0%	
Teachers	$40,000	5	$200,000	$41,666	6	$250,000	$42,857	7	$300,000	$ 43,750	8	$350,000	$ 44,444	9	$400,000
Special Ed	$50,000	1	50,000	$50,000	1.1	55,000	$50,000	1.2	60,000	$ 50,000	1.3	65,000	$ 50,000	1.5	75,000
Instructional Aids	$30,000	0	0	$30,000	0	0	$30,000	0	0	$ 30,000	0	0	$ 30,000	0	0
Classified/Office Staff	$30,000	2	60,000	$30,000	2.5	75,000	$30,000	3	90,000	$ 30,000	3.5	105,000	$ 30,000	4	120,000
Administration	$30,000	3	90,000	$30,000	3.75	112,500	$30,000	4.5	135,000	$ 31,500	5	157,500	$ 32,727	5.5	180,000
Nutritional Program	$42,000	0	0	$42,000	0	0	$42,000	0	0	$ 42,000	0	0	$ 42,000	0	0
Librarian	$45,000	0	0	$45,000	0	0	$45,000	0	0	$ 45,000	0	0	$ 45,000	0	0
Maintenance/Other	$20,000	0.3	6,000	$20,000	0.375	7,500	$20,000	0.45	9,000	$ 21,000	0.5	10,500	$ 24,000	0.5	12,000
Insert Salaries Lines Here															
Total Salaries			$406,000			$500,000			$594,000			$688,000			$787,000
Benefits:															
Retirement/PERSI	1.0%		$3,160	1.0%		$5,000	1.0%		$6,840	1.0%		$8,680	1.0%		$9,820
Health/Life Insurance	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0
Payroll Taxes	8.0%		32,480	8.0%		40,000	8.0%		47,520	8.0%		55,040	8.0%		62,960
Workers Compensation	6.0%		24,360	6.0%		30,000	6.0%		35,640	6.0%		41,280	6.0%		47,220
Insert Benefits Lines Here															
Total Benefits			$60,000			$75,000			$90,000			$105,000			$120,000
Operating Expenses:															
Textbooks	$ -		$300,000	$ -		$400,000	$ -		$500,000	$ -		$600,000	$ -		$700,000
Supplies			$150,000			$200,000			$250,000			$300,000			$350,000
Equipment			$0			$0			$0			$0			$0
Contract Services			$0			$0			$0			$0			$0
Legal			$5,000			$6,250			$7,500			$8,750			$10,000
Student ISP			$35,000			$43,750			$52,500			$61,250			$70,000
Advertising/Marketing			$0			$0			$0			$0			$0
Gas/Electric			$0			$0			$0			$0			$0
Telephone			$3,000			$3,750			$4,500			$5,250			$6,000
Liability & Property Insurance			$30,000			$30,000			$30,000			$30,000			$30,000
Testing & Assessment			$0			$0			$0			$0			$0
Staff Development			$10,000			$10,000			$10,000			$10,000			$10,000
Consulting			$0			$0			$0			$0			$0
Travel			$5,000			$6,250			$7,500			$8,750			$10,000
Postage			$2,000			$2,500			$3,000			$3,500			$4,000
Rents and Leases			$51,000			$51,000			$51,000			$51,000			$51,000
Debt Retirement			$0			$0			$0			$0			$0
Board expenses			$5,000			$5,000			$5,000			$5,000			$5,000
Technology			$70,000			$95,000			$118,750			$142,500			$166,250
Insert OE Lines Here															
Total Operating Expenses			$666,000			$853,500			$1,039,750			$1,226,000			$1,412,250
Program Expenses:															
Transportation	$ -		$0	$ -		$0	$ -		$0	$ -		$0	$ -		$0
Nutrition Program	$ -		0	$ -		0	$ -		0	$ -		0	$ -		0
Insert Program Expenses Lines Here															
Total Benefits			$0			$0			$0			$0			$0
Total Expenses			$1,132,000			$1,428,500			$1,723,750			$2,019,000			$2,319,250
Net Operating Income/(Loss)			$0			$0			$0			$0			$0
Beginning Fund Balance			0			0			0			0			0
Ending Fund Balance			0			0			0			0			0

APPENDIX

9. Cash Flow Form

Idaho College and Career Readiness Proposed First Year Cashflow

	Pre-start	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14
Cash on Hand		$ 250,000	$ 440,698	$ 523,496	$ 401,294	$ 484,092
State support		$ 240,000	$ 200,000		$ 200,000	
K12 Balancing Invoice		$ -	$ -	$ -	$ -	$ -
Grants	$ 250,000					
Total Receipts	$ 250,000	$ 240,000	$ 200,000	$ -	$ 200,000	$ -
Total Cash	$ 250,000	$ 490,000	$ 640,698	$ 523,496	$ 601,294	$ 484,092
Expenses						
Salaries		$ 33,832	$ 33,832	$ 33,832	$ 33,832	$ 33,832
Benefits		$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Textbooks		$ -	$ 40,000	$ 40,000	$ 40,000	$ 40,000
ISP students		$ -	$ -	$ -	$ -	$ -
Facility lease		$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Insurance		$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Board expenses		$ 300	$ 300	$ 300	$ 300	$ 1,000
Training		$ -	$ -	$ 5,000	$ -	$ -
Supplies		$ -	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Legal		$ 600	$ 400	$ 400	$ 400	$ 400
Telephone		$ 250	$ 250	$ 250	$ 250	$ 250
Travel		$ 1,700	$ 300	$ 300	$ 300	$ 300
Postage		$ 120	$ 120	$ 120	$ 120	$ 120
Technology		$ -	$ 9,500	$ 9,500	$ 9,500	$ 9,500
Total expenses	$ -	$ 49,302	$ 117,202	$ 122,202	$ 117,202	$ 117,902
EOM Cash	$ 250,000	$ 440,698	$ 523,496	$ 401,294	$ 484,092	$ 366,190

Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
$ 366,190	$ 231,208	$ 112,006	$ 164,804	$ 47,602	$ -	$ -
		$ 170,000			$ 90,000	
$ -	$ -	$ -	$ -	$ 69,600	$ 30,202	$ 66,182
$ -	$ -	$ 170,000	$ -	$ 69,600	$ 120,202	$ 66,182
$ 366,190	$ 231,208	$ 282,006	$ 164,804	$ 117,202	$ 120,202	$ 66,182
$ 33,832	$ 33,832	$ 33,832	$ 33,832	$ 33,832	$ 33,832	$ 33,832
$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
$ 40,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000	$ -
$ 17,500	$ -	$ -	$ -	$ -	$ -	$ 17,500
$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 1,000
$ -	$ 2,000	$ -	$ -	$ -	$ 3,000	$ -
$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ -
$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400
$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250
$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300
$ 400	$ 120	$ 120	$ 120	$ 120	$ 120	$ 400
$ 9,500	$ 9,500	$ 9,500	$ 9,500	$ 9,500	$ 9,500	$ -
$ 134,982	$ 119,202	$ 117,202	$ 117,202	$ 117,202	$ 120,202	$ 66,182
$ 231,208	$ 112,006	$ 164,804	$ 47,602	$ -	$ -	$ -

APPENDIX

10. Facilities

Idaho Public Charter School Commission
Charter Petition: Facility Details

School Name: **IDCCRA**	**Details for (in order of preference):** Option 1
Facility Name / Title: **El Dorado Business Campus**	**Option Status:** Likely
Location Address: **1965 S Eagle Rd Ste 150, Meridian ID 83642**	**Primary Vendor Information (if applicable)** [Please include vendor name, address, website, and phone number.] Kimball Properties LP, PO Box 8204 Boise ID 83707 208-323-1919 www.whmooreco.com

Narrative

IDCCRA will be subleasing offices in the suite listed above. We are a virtual school and do not initially anticipate the need for classroom space. The project coordinator is already occupying an office in this location and additional offices are available.

Draft Facility Budgets

Pre-Opening Expenses (required) None

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
None				
		TOTAL Pre-Opening Costs		

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Lease	12	$5,000	$60,000	12	$5,000	$60,000	Includes all utilities
		TOTAL Year 1 Costs	$60,000		**TOTAL Year 2 Costs**	$60,000	

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

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Lease	12	$5,000	$60,000	12	$5,000	$60,000	Includes all utilities
		TOTAL Year 3 Costs	$60,000		**TOTAL Year 4 or Expansion Costs**	$60,000	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations

Sublease Agreement

IDVA agrees to Lease office space and student classrooms to IDCCRA for $5,000 a month starting on 1 July 2014 through 30 June 2017. These are properties that IDVA leases from Kimball Properties Limited. The properties are located at 1965 S Eagle Road in Meridian Idaho.

Allen L Wenger

Business manager

Idaho Virtual Academy

PACIFIC BACKFLOW
10400 OVERLAND RD #324
BOISE, ID 83709
Ph: (208) 378-0500 Fax: (208) 342-4071
pbf@pacific-backflow.com www.pacific-backflow.com

BACKFLOW PREVENTION ASSEMBLY TEST REPORT

WATER PURVEYOR MERIDIAN WATER DEPT MAP PAGE 74H6

NAME OF PREMISE MONTEREY PLACE Commercial ☐ Residential ☐

SERVICE ADDRESS 1965 S EAGLE RD MERIDIAN ZIP 83642

CONTACT PERSON KATIE PHONE ( ) 323-1919

LOCATION OF ASSEMBLY 1-RISER RM W/FIRERISER

DOWNSTREAM PROCESS Domestic Water DCVA ☐ RPBA ☑ PVBA ☐ OTHER

NEW INSTALL ☐ EXISTING ☑ REPLACEMENT ☐ REMOVED ☐ OLD SER.#

APPROVED ASSEMBLY? YES ☑ NO ☐ PROPER INSTALLATION? YES ☑ NO ☐

MAKE OF ASSEMBLY CONBRACO MODEL 40208T2 SERIAL NO. 014241 SIZE 2

INITIAL TEST	DCVA / RPBA CHECK VALVE NO.1	DCVA / RPBA CHECK VALVE NO.2	RPBA	PVBA / SVBA AIR INLET
PASSED ☑	CLOSED TIGHT ☑	CLOSED TIGHT ☑	OPENED AT 2.5 PSID	OPENED AT PSID
FAILED ☐	LEAKED ☐	LEAKED ☐	#1 CHECK 8.3 PSID	DID NOT OPEN ☐
	TIGHT PSID	TIGHT PSID	AIR GAP OK? Y	
	CLEAN REPLACE PART	CLEAN REPLACE PART	CLEAN REPLACE PART	CHECK VALVE
NEW PARTS AND REPAIRS	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	HELD AT PSID LEAKED ☐ CLEANED ☐ REPAIRED ☐
TEST AFTER REPAIRS PASSED ☐ FAILED ☐	CLOSED TIGHT ☐ LEAKED ☐ PSID	CLOSED TIGHT ☐ LEAKED ☐ PSID	OPENED AT PSID #1 CHECK PSID	AIR INLET PSID CHK VALVE PSID

WINTERIZED: YES ☐ NO ☐

LEFT SERVICE AS FOUND Isolation valve: Open ☑ Closed ☐ SOV#1 Open ☑ Closed ☐ SOV#2: Open ☑ Closed ☐

REMARKS:

LINE PRESSURE 80 PSI CONFINED SPACE? No

TESTERS SIGNATURE: Jared Croke CERT. NO. BAT-16079 DATE 12/13/2012

TESTERS NAME PRINTED JARED CROKE TESTERS PHONE # (208)378-0500

REPAIRED BY: CERT. NO. DATE

FINAL TEST BY: CERT. NO. DATE

CALIBRATION DATE 02-20-2012 GAUGE # 04041529 MODEL 845-5 SERVICE RESTORED YES ☑ NO ☐

Meridian Fire Department Fire Inspection Report

33 E. Broadway – Meridian, ID 83642 - Phone 208-888-1234 Fax 208-895-0390

Date: 8-6-10	Re-Inspection Date:	Signature Responsible Party:
Occupancy Name: IDAHO VIRTUAL ACAD	Phone Number:	Responsible Party:
Address: 1965 S. Eagle	City:	Zip Code:
Occupancy Class:	Occupancy Load: 145	Allen Wenger
Insurance Company:	Building Owner:	Owner's Phone:
Inspector's Printed Name: Kenny Bowers	Owner's Address:	Entered Into Firehouse: ☐ Yes ☐ No

☑ The below listed applicable requirements are in compliance.

☐ CITY OF MERIDIAN ORDINANCE REQUIRES COMPLIANCE WITH THOSE ITEMS INDICATED BELOW.

1) EMERGENCY ACCESS
- ___ a. Maintain fire apparatus roadways free of obstruction (IFC2006 - 503.4)
- ___ b. Provide and maintain signs to identify fire apparatus access roads and which prohibit obstruction thereof (IFC2006 - 503.3)
- ___ c. Provide and maintain building numbers of address which are plainly visible and legible from the street fronting the property (IFC2006 - 505, 505.1)
- ___ d. Provide an approved key box to contain emergency access keys (contact Meridian Fire Dept. for order information (IFC2006 - 506.1, 506.2)

2) ELECTRICAL
- OK a. Maintain wiring in good condition in conformance with the Electrical Code and protect from stairways (IFC2006 - 605.1)
- OK b. Discontinue misuse of extension cords (IFC2006 - 605.5)
- ___ c. Keep areas clear in front of electrical panels (30"Wx36"Dx78"H, or not less than the width of the equipment)(IFC2006 – 605.3)

3) EXITS
- ___ a. Remove storage and obstructions from exits, aisles, corridors and stairways (IFC2006 - 1003.6)
- OK b. Remove all other locks or latches from doors with panic hardware (IFC2006 - 1008.1.9, 1008.1.8.4)
- OK c. Unlock all exit doors when the building or area served is occupied (IFC2006 - 1008.1.8.3)
- ___ d. Provide and maintain (illuminated) exits and emergency lighting (IFC2006 - 1006.1, 1006.3, 1011.1, 1011.2, 1011.5.3, 1026.3)

4) FIRE ALARM SYSTEMS
- OK a. Maintain fire alarm system in operable condition (IFC2006 - 901.4, 901.6, 907.20.5)
- ___ b. Inspect and test fire alarm system and maintain adequate records (IFC2006 – 901.6.1, 901.6.2, 903.5, 907.20.2, 907.20.5)

5) FIRE SEPARATIONS
- ___ a. Remove obstructions and alterations to fire doors and maintain closing and latching devices (IFC2006 – 703.2)
- ___ b. Maintain or repair all fire walls and draft stops (IFC2006 – 311.2.3, 703.1, 703.1.1, 703.1.2)
- ___ c. Keep attic access and scuttle openings closed (IFC2006 – 507.1)

6) FIRE EXTINGUISHERS
- ___ a. Provide _____ extinguisher(s) of a _____minimum rating (IFC2006 – 906.2)
- OK b. Mount extinguishers where readily available, top not higher than 60" (up to 40LB), 42" (over 40LB)(IFC2006 – 906.6, 906.9)
- OK c. Service and tag (by State Licensee) each extinguisher annually and after use (IFC2006 – 901.6.1, 901.6.2)

7) FIRE PROTECTION INSTALLATION
- ___ a. Maintain access to and operation of standpipes, fire hose, sprinkler control valves and fire hydrants (IFC2006 – 901.6, 901.8,508.5.4)
- ___ b. Remove obstruction(s), decorations or other items interfering with the proper operation of the sprinkler system (IFC2006 – 315.2.1)
- ___ c. Replace damaged, corroded or painted sprinkler heads (IFC2006 – 901.6, 907.20.5)
- ___ d. Provide spare sprinklers (6 minimum) and sprinkler wrench (IFC2006 – 901.6, 907.20.5)
- OK e. Identify sprinkler control valves and secure in open position (IFC2006 – 510.1)
- ___ f. Inspect and test sprinkler system and maintain records (IFC2006 – 901.6.1, 901.6.2, 903.5, 907.20.2, 907.20.5)
- ___ g. Service hood and duct extinguishing system over cooking equipment semi-annually and after use (IFC2006 – 904.11.6, 904.11.6.1, 904.11.6.2, 904.6.11.3, 904.6.11.4, 904.6.11.5)

8) FLAMMABLE LIQUIDS
- ___ a. Reduce Class I, Class II, & Class III liquids to specified amounts (IFC2006 - Table 2703.1.1(1))
- ___ b. Remove flammable and combustible liquids not used for maintenance in assembly buildings, offices, apartments and motels (IFC2006 – 3404.3.4.2)
- ___ c. Discontinue misuse of flammable and combustible liquids (IFC2006 – 2703.1.1) If over these amounts, go to Chapter 24.

9) HEAT PRODUCING APPLIANCES
- ___ a. Remove combustibles and storage from mechanical and equipment room(s) (IFC2006 – 305.1)
- ___ b. Provide clearance between heat producing appliances and combustible materials (IFC2006 – 305.1, 603.5)

10) HOUSEKEEPING
- OK a. Remove or store rubbish, waste material and oil rags in closed metal containers (IFC2006 – 304.3.1)
- OK b. Clean grease filters and hood and duct systems over cooking appliances (IFC2006 – 904.11.6.3)
- ___ c. Provide noncombustible or other approved waste receptacles, as necessary (IFC2006 – 304.3.2)

11) STORAGE
- ___ a. Arrange storage in orderly manner and provide for exiting and Fire Department access (IFC2006 – 504.1)
- OK b. Remove storage to 18 inches below level of sprinklers (24" from ceiling in non-sprinklered areas)(IFC2006 – 315.2.1)
- OK c. Secure and identify compressed gas cylinders with name of product (IFC2006 – 2703.5.1)
- ___ d. Remove combustible material from unprotected attic spaces (IFC2006 – 315.2.4)

12) EXTERIOR HAZARDS
- ___ a. Remove waste, trash and growth, or store in closed metal containers (IFC2006 – 304.1.2)
- ___ b. Provide a minimum of 5 feet clearance between dumpsters and building openings, combustible walls and eaves (IFC2006 – 304.3.3)
- ___ c. Provide guard posts or other approved means where a fire hydrant or gas meter are subject to impact by a motor vehicle (IFC2006 – 312, 508.5.4, 508.5.6)

13) FIRE SAFETY AND EVACUATION PLANS
- ___ a. Prepare and maintain an approved fire safety and evacuation plan (IFC2006 – 404)

14) PERMITS
- ___ a. Obtain a permit from Meridian Fire Department, or discontinue _____ (IFC2006 - 105)

15) ADDITIONAL COMMENTS AND/OR REQUIREMENTS

Item No.	Remarks, Violations	Location of Violation

ANY OVERLOOKED HAZARDOUS CONDITIONS AND/OR VIOLATIONS OF THE UNIFORM FIRE CODE DOES NOT IMPLY APPROVAL OF SUCH CONDITION OR VIOLATION

WHITE COPY: FILE YELLOW COPY: OCCUPANT Fire Inspection Report – Edited 9/01/08

October 10, 2013

CITY OF MERIDIAN
Certificate of Occupancy

Permit # C-TI-2013-0061

Owner: KIMBALL PROPERTIES
1940 N BONITO WAY #160
MERIDIAN, ID 83642

Contractor: SAUCERMAN CONSTRUCTION
1310 NORTH MAIN STREET
MERIDIAN, ID 83642
Phone: 208-846-7808 **Fax:**

Parcel Number: R1022770020

Address: 1965 S EAGLE RD, STE 150

Subdivision: BONITO SUB NO 02

Lot(s): 8 **Block:** 4

Project Description: IDAHO VIRTUAL ACADEMY
Purpose: Commercial
Description of Use: Office Space

Structure Area: 2756

Occupancy Classification: B
Construction Type: IIIB

Occupant Load: 28
Automatic Fire Sprinklers Provided: Yes
Automatic Fire Sprinklers Required: Yes

Code (2009 - IBC/IRC/IFC/IECC) (2009 - IMC,IFGC) (2003 - UPC) and (2008 - NEC)

Special conditions or stipulations of the Certificate of Occupancy:

OCCUPANCY REQUIREMENTS

Certificates of occupancy shall be posted in a conspicuous place.

Any deviation from the approved occupancy for which this certificate has been issued is deemed unlawful.

The issuance of a Certificate of Occupancy shall not be construed as an approval of a violation of the provisions of the Meridian City Building and Fire Codes or of other ordinances of this jurisdiction.

APPLICABLE APPROVAL

As the Building Official for the City of Meridian, I hereby certify that all required final inspections have been completed.

6/12/13

Daunt Whitman, Building Official

Idaho Public Charter School Commission
Charter Petition: Facility Details

School Name: **IDCCRA**	**Details for (in order of preference):** Option 2
Facility Name / Title: **Grenada Square Building**	**Option Status:** Possible
Location Address: **2264 S. Bonito Way, Meridian ID 83642**	**Primary Vendor Information (if applicable)** [Please include vendor name, address, website, and phone number.] Kimball Properties LP, PO Box 8204 Boise ID 83707 208-323-1919 www.whmooreco.com

Narrative

IDCCRA is a virtual school and does not initially anticipate the need for classroom space. If classroom space becomes necessary, the building has up to 12,000 feet available for expansion. Initial estimate is for 3000 sq. ft. of office space.

Draft Facility Budgets

Pre-Opening Expenses (required) None

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
None				
		TOTAL Pre-Opening Costs		

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Lease	12	$5,500	$66,000	12	$5,500	$66,000	Includes all utilities
		TOTAL Year 1 Costs	$66,000		**TOTAL Year 2 Costs**	$66,000	

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

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Lease	12	$5,500	$66,000	12	$5,500	$66,000	Includes all utilities
		TOTAL Year 3 Costs	$66,000		**TOTAL Year 4 or Expansion Costs**	$66,000	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations

Idaho Public Charter School Commission
Charter Petition: Facility Details

School Name: **IDCCRA**	**Details for (in order of preference):** Option 3
Facility Name / Title: **Jewel Building**	**Option Status:** Possible
Location Address: **7447 West Emerald Street, Boise, Idaho 83707**	**Primary Vendor Information (if applicable)** [Please include vendor name, address, website, and phone number.] Kimball Properties LP, PO Box 8204 Boise ID 83707 208-323-1919 www.whmoore.com

Narrative

IDCCRA is a virtual school and does not initially anticipate the need for classroom space. If classroom space becomes necessary, the building has up to 8,000 feet available for expansion. Initial estimate is for 3000 sq. ft. of office space.

Draft Facility Budgets

Pre-Opening Expenses (required) None

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
None				
		TOTAL Pre-Opening Costs		

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Lease	12	$4,250	$51,000	12	$4,250	$51,000	Includes all utilities
		TOTAL Year 1 Costs	$51,000		**TOTAL Year 2 Costs**	$51,000	

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

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Lease	12	$4,250	$51,000	12	$4250	$51,000	Includes all utilities
		TOTAL Year 3 Costs	$51,000		**TOTAL Year 4 or Expansion Costs**	$51,000	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations

APPENDIX

11. Pre-Opening Timeline

Idaho Public Charter School Commission
Charter Petition: Pre-Opening Timeline

Instructions

A. Please provide details about all pre-opening tasks by completing the following tables. Insert rows as needed.

B. Tasks should be organized by "Start By" date or "Complete By" date.

C. "Category" should be identified as one of the following:

- Board Governance
- Enrollment / Lottery
- Facilities
- Fiscal Management
- Fundraising
- Human Resources
- Marketing and PR
- Other

▶ Phase 1: Immediately after Receiving Charter

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Other	Charter Approval will come within 6-9 Months.				

▶Phase 2: 6 to 9 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Enrollment	Establish online enrollment portal	Administrator	K12	January 2014	March 2014
	Establish online enrollment packet	Administrator	K12	January 2014	March 2014
Facilities	Create contact info: phone, fax, and email, etc., for school	Administrator	K12	January 2014	March 2014

Other	Establish course defaults and terms (semesters)	Administrator	K12	January 2014	March 2014

▶ Phase 3: 3 to 6 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Marketing	Create and deploy marketing strategies: radio ads, print ads, eblasts, etc.	Administrator	IDCCRA/K12	March 2014	Ongoing
	Conduct face to face parent information sessions	Administrator	IDCCRA/K12	March 2014	Ongoing
	Conduct online parent information sessions	Administrator	IDCCRA/K12	March 2014	Ongoing
	Establish school website/logo	Administrator	IDCCRA/K12	March 2014	April 2014
Enrollment	Process incoming applications	Administrator	K12	March 2014	Ongoing
	Collection of required documents for student enrollment	Administrator	K12	March 2014	Ongoing
	Begin approving enrollments	Administrator	K12	March 2014	Ongoing
	Families of approved enrollees registered for Success over Summer program to promote engagement and begin parent training	Administrator	K12	March 2014	August 2014
Human Resources	Advertise for administrative staff positions (HOS, Teachers, Etc.)	Administrator	IDCCRA/K12	March 2014	March 2014
	Begin interview process/background checks	Administrator	IDCCRA/K12	March 2014	April 2014
Facilities	Locate Office Space	Bus Mgr	IDCCRA/K12	March 2014	April 2014
	Negotiate Lease	Bus Mgr	IDCCRA/K12	March 2014	April 2014
	Setup office (phones, equipment, insurance, furniture)	Ops Mgr/Bus Mgr	IDCCRA/K12	March 2014	May 2014
Governance	Ensure that all board members receive required training	Board Chair	IDCCRA	March 2014	May 2014
Human Resources	Initial teacher hires based on enrollment numbers	HOS	IDCCRA/K12	May 2014	June 2014
	Initial SPED teacher hires based on enrollment	HOS	IDCCRA/K12	May 2014	June 2014
	Intensive training for teachers and SPED on virtual model, state reporting, and providing services to students	HOS	IDCCRA/K12	May 2014	June 2014

	Begin training administrative staff	HOS	IDCCRA/K12	May 2014	June 2014
Other	Begin to locate possible related services providers	SPED Coordinator	Admin Staff	May 2014	June 2014
	Begin to develop IEP process	SPED Coordinator	Admin Staff	May 2014	June 2014
	Finalize Student/Parent Handbook	HOS	IDCCRA/Admin Staff	May 2014	June 2014
	Finalize School Policies	HOS	IDCCRA/Admin Staff	May 2014	June 2014
	Establish school calendar	Ops Mgr	IDCCRA/Admin Staff	May 2014	June 2014
Fiscal Mgt/Other	Appropriate administrative staff undergoes state training and reporting to include SPED	HOS	Admin Staff	May 2014	June 2014
Marketing	Admin staff travel to K12 to meet enrollment team and provide cross training	HOS	Admin Staff/K12	May 2014	June 2014

▶ Phase 4: 0 to 3 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Marketing	Continue Marketing Events	HOS	Admin Staff/K12	June 2014	Ongoing
	Begin sending out short informational videos to enrolled families and families in the enrollment process about educational success in an online environment	HOS	Admin Staff/K12	June 2014	Ongoing
Governance	Work with IDCCRA Board to set goals and prioritize needs	HOS	HOS/IDCCRA	June 2014	June 2014
	Approval of newly established policies, handbook, calendar, etc.	HOS	IDCCRA	June 2014	June 2014
Other	Develop communications plan for teachers to reach out to parents as they complete the enrollment process	HOS	K12	June 2014	June 2014
	Materials begin to ship to students	Ops Manager	K12	June 2014	Ongoing
	Computers begin to ship to students	Ops Manager	K12	June 2014	Ongoing
HR	Teachers will begin National Teacher Training process (40-60 hours of training)	HOS	K12	July 2014	Ongoing

Other	Conduct parent orientation sessions to train parents in using the online management system to monitor student success	HOS	Admin Staff/K12	July 2014	Ongoing
	Develop orientation schedule for students for first two weeks of school	HOS	Admin Staff/K12	July 2014	July 2014
	Provide educational directory updates	Ops Manager	Admin Staff	July 2014	July 2014
	Provide building demographics to update related state databases	Ops Manager	Admin Staff	July 2014	July 2014
Fiscal Mgt	School Dist Budgets due 21 days after Board approval	Bus Manager	IDCCRA	July 2014	July 2014
	ADA by county used to distribute federal forest funds	Ops Manager	Admin Staff	July 2014	July 2014
Other	Students gain access to online student accounts	Ops Manager	Admin Staff/K12	August 2014	August 2014
HR	Teachers attend face to face professional development	HOS	Admin Staff/K12	August 2014	August 2014
Marketing	Back to School events	HOS	Admin Staff/K12	August 2014	August 2014
Other	School Starts August 25th	Admin Staff	IDCCRA/K12	August 2014	August 2014

APPENDIX

12. New Teacher Training

K12 Virtual New Teacher Training

Curriculum	Credit	iNACOL Standard	Course Title	Type
Stand Alone			Orientation to Training	Classroom Course
Introduction to Virtual Instruction		2 A, F, J	K12 and You	Online
Introduction to K12 Online Tools H		2 F, J, K	Tour of K12912 Tools	Online
Relationships and Communication		2 A, C, D, J, I, K	Communication in Online Learning	Online
Stand Alone		2 B	K12912 Curriculum Overview	Online
Introduction to K12 Online Tools H		2 B, C, G, H, I, K	Classroom Management	Online
Relationships and Communication		2 B, C, D, G, H, K	Evaluation and Feedback	Online
Introduction to K12 Online Tools H		2 B, C, D, I, K	Pacing and Scheduling	Online
Relationships and Communication		2 C, D, G, H, I	Student Engagement and Performance	Online
Introduction to K12 Online Tools H		2 A,B, C, D, G, H, J,	Bringing It All Together	Online
Relationships and Communication		2 B, C	The Effective Home Work Environment	Online
Introduction to K12 Online Tools H		0.5 C	Scheduling ClassConnect in the OLS	Online
Introduction to Virtual Instruction		1 E	FERPA Basics in a Virtual World	Online
Class Connect Basics Curriculum		1 C	Class Connect: Sharing Content	Classroom Course
Class Connect Basics Curriculum		1 C	Class Connect: Using the Whiteboard	Classroom Course
Class Connect Basics Curriculum		1 C	Class Connect: Web Tour, Web Push and Polling	Classroom Course
Introduction to Virtual Instruction		1 I	Quality Online Teaching 1: Applying iNACOL Stanc	Online
Stand Alone		1 I	Quality Online Teaching 2: Reporting Personal Prc	Classroom Course
Class Connect Basics Curriculum		1 C	Class Connect: interface Tour	Classroom Course
Stand Alone	None	F	Special Education Teacher Resources	Bundle

APPENDIX

13. Outreach Activities

Event Campaign	Event Title	Event Start Date	Event Start Time	Location	Address	City	County	State	Zip
Online Events	Information Session	07/16/2013	01:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	Information Session	07/16/2013	07:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
In-Person Events	Information Session	07/17/2013	01:00PM	Activity Center	1575 N Sky	Idaho Falls	Bonneville	ID	83402
In-Person Events	Information Session	07/17/2013	06:00PM	Activity Center	1575 N Sky	Idaho Falls	Bonneville	ID	83402
Online Events	Information Session	07/17/2013	06:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	High School Information Session	07/17/2013	07:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
In-Person Events	High School Information Session	07/18/2013	08:00PM	Treasure Valley Learning Center	1966 S Eag	Meridian	Ada	ID	83642
In-Person Events	Information Session	07/19/2013	11:00AM	Hop to It!	2042 4th A	Twin Falls	Twin Falls	ID	83301
Online Events	Information Session	07/24/2013	11:00AM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	Information Session	07/24/2013	07:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	Information Session	07/24/2013	01:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	High School Information Session	07/24/2013	03:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
In-Person Events	Information Session	07/25/2013	01:00PM	Activity Center	1575 N Sky	Idaho Falls	Bonneville	ID	83402
In-Person Events	Information Session	07/25/2013	06:00PM	Activity Center	1575 N Sky	Idaho Falls	Bonneville	ID	83402
In-Person Events	High School Information Session	07/25/2013	02:00PM	Activity Center	1575 N Sky	Idaho Falls	Bonneville	ID	83402
In-Person Events	High School Information Session	07/25/2013	07:00PM	Activity Center	1575 N Sky	Idaho Falls	Bonneville	ID	83402
Online Events	Information Session	07/26/2013	11:00AM	Blackboard Collaborate	Online	Online	Online	ID	Online
In-Person Events	Information Session	07/30/2013	07:00PM	Treasure Valley Learning Center	1965 S Eag	Meridian	Canyon	ID	83642
In-Person Events	High School Information Session	07/30/2013	08:00PM	Treasure Valley Learning Center	1966 S Eag	Meridian	Canyon	ID	83642
In-Person Events	Pizza at the Park Information Sessio	07/30/2013	6:00 PM	Cascade Park picnic bench near playgroun	Stadium Bl	Twin Falls	Twin Falls	ID	83301
In-Person Events	Information Session	07/31/2013	07:00PM	Higgins' Residence Backyard garden	1433 Colto	Pocatello	Bannock	ID	83201
Online Events	Information Session	07/31/2013	06:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	High School Information Session	07/31/2013	07:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
In-Person Events	Information Session	08/01/2013	01:00PM	Ross Park Aquatic Complex	2901 S Sec	Pocatello	Bannock	ID	83201
In-Person Events	Information Session	08/03/2013	01:00PM	Treasure Valley Learning Center	1965 S Eag	Meridian	Canyon	ID	83642
In-Person Events	High School Information Session	08/03/2013	02:00PM	Treasure Valley Learning Center	1965 S Eag	Meridian	Canyon	ID	83642
Online Events	Information Session	08/07/2013	11:00AM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	High School Information Session	08/07/2013	12:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
In-Person Events	Information Session	08/08/2013	01:00PM	Activity Center	1575 N Sky	Idaho Falls	Idaho Falls	ID	83402
In-Person Events	High School Information Session	08/08/2013	02:00PM	Activity Center	1575 N Sky	Idaho Falls	Idaho Falls	ID	83402
In-Person Events	Information Session	08/08/2013	06:00PM	Activity Center	1575 N Sky	Idaho Falls	Idaho Falls	ID	83402
In-Person Events	High School Information Session	08/08/2013	07:00PM	Activity Center	1575 N Sky	Idaho Falls	Idaho Falls	ID	83402
In-Person Events	Lunch and Learn	08/09/2013	01:00PM	Cascade Park picnic bench near playgroun	Stadium Bl	Twin Falls	Twin Falls	ID	83301
In-Person Events	Rexburg Rapids Information Sessio	08/12/2013	05:30PM	Rexburg Rapids	50 W 2nd N	Rexburg	Madison	ID	83440
Online Events	Information Session	08/12/2013	11:00AM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	Information Session	08/14/2013	01:00PM	Hampton Inn	1500 W Riv	Coeur d'Al	Kootenai	ID	83814
In-Person Events	High School Information Session	08/14/2013	02:00PM	Hampton Inn	1500 W Riv	Coeur d'Al	Kootenai	ID	83814
In-Person Events	Information Session	08/14/2013	07:00PM	Hampton Inn	1500 W Riv	Coeur d'Al	Kootenai	ID	83814
In-Person Events	High School Information Session	08/14/2013	08:00PM	Hampton Inn	1500 W Riv	Coeur d'Al	Kootenai	ID	83814
Online Events	Information Session	08/14/2013	01:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
Online Events	High School Information Session	08/14/2013	02:00PM	Blackboard Collaborate	Online	Online	Online	ID	Online
In-Person Events	Information Session	08/15/2013	10:00AM	Travers Park	2100 Pine S	Sandpoint	Bonner	ID	83864

In-Person Events	**High School Meet and Greet**	08/15/2013	04:00PM	Cold Stone	2396 N Old	**Coeur d'Al**	**Kootenai**	ID	83814
Online Events	**Information Session**	08/19/2013	11:00AM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
In-Person Events	**Information Session**	08/21/2013	02:00PM	Barnes and Noble Café	1239 Pole	**Twin Falls**	**Twin Falls**	ID	83301
Online Events	**Information Session**	08/21/2013	10:00AM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
Online Events	**Information Session**	08/21/2013	11:00AM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
Online Events	**Information Session**	08/21/2013	11:00AM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
Online Events	**High School Information Session**	08/21/2013	12:00PM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
In-Person Events	**Information Session**	08/22/2013	01:00PM	Activity Center	1575 N Sky	**Idaho Falls**	**Bonneville**	ID	83402
In-Person Events	**High School Information Session**	08/22/2013	02:00PM	Activity Center	1575 N Sky	**Idaho Falls**	**Bonneville**	ID	83402
In-Person Events	**Information Session**	08/22/2013	06:00PM	Activity Center	1575 N Sky	**Idaho Falls**	**Bonneville**	ID	83402
In-Person Events	**High School Information Session**	08/22/2013	07:00PM	Activity Center	1575 N Sky	**Idaho Falls**	**Bonneville**	ID	83402
In-Person Events	**Information Session**	08/28/2013	06:00PM	Treasure Valley Learning Center	1965 S Eag	**Meridian**	**Ada**	ID	83642
In-Person Events	**High School Information Session**	08/28/2013	07:00PM	Treasure Valley Learning Center	1965 S Eag	**Meridian**	**Ada**	ID	83642
Online Events	**Information Session**	08/28/2013	06:00PM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
Online Events	**High School Information Session**	08/28/2013	07:00PM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
In-Person Events	**Information Session**	08/29/2013	07:00PM	Hampton Inn	1500 W Riv	**Coeur d'Al**	**Kootenai**	ID	83814
In-Person Events	**High School Information Session**	08/29/2013	08:00PM	Hampton Inn	1500 W Riv	**Coeur d'Al**	**Kootenai**	ID	83814
In-Person Events	**Information Session**	09/04/2013	06:30PM	Activity Center	1575 N Sky	**Idaho Falls**	**Bonneville**	ID	83402
In-Person Events	**High School Information Session**	09/18/2013	06:30PM	Activity Center	1575 N Sky	**Idaho Falls**	**Bonneville**	ID	83402
Online Events	**High School Information Session**	09/19/2013	01:00PM	Blackboard Collaborate	Online	**Online**	**Online**	ID	Online
In-Person Events	**Information Session**	09/20/2013	07:00PM	Treasure Valley Learning Center	1965 S Eag	**Meridian**	**Ada**	ID	83642
In-Person Events	**High School Information Session**	09/20/2013	08:00PM	Treasure Valley Learning Center	1965 S Eag	**Meridian**	**Ada**	ID	83642

APPENDIX

14. Interested Families

The Interested Families List was
provided in a separate document.

APPENDIX

15. Draft Student/Parent Handbook

Idaho College and Career Readiness Academy

Student Parent Handbook

2014-2015 School Year

DRAFT

Draft Document April, 2013

Policies and procedures listed in this handbook are subject to change. Any alterations to this document will be communicated to affected parties by mail and email.

DRAFT

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Idaho College and Career Readiness Academy

DRAFT

Vision Statement

To inspire every student to succeed in their academic and occupational pursuits.

Mission Statement

To provide students the opportunity to obtain academic and career skills needed to be successful in post-secondary and career endeavors.

Who Do You Contact?

Contact Counselors, Advisors or Principal through Kmail. Open a new kmail, click in the To line, choose Administrator and search by name. Contact Teachers through kmail as well, but make the search in "Teachers".

Classroom Teacher

- Class Content Questions
- Questions on Graded Work
- Working Ahead
- Catching Up ClassConnect
- Questions How to Submit
- Assignments Late Policies
- Study Island questions

Special Education Teacher

- Accommodations
- Modifications
- IEP Questions
- Special Ed Late Policies
- Retaking Quizzes
- ISAT Accommodations
- ISAT Scheduling
- Study Skills Credits

Registrar

- Transcript and Records Requests
- Progress Reports and Report Cards
- Summer School Registration

Counselors

- Personal/Family Issues that interfere with school success
- College and Career Information
- AP/Concurrent Credit Questions
- Sign up for ACT, SAT, PSAT, etc.
- Credits and Graduation Progress
- Changing, Adding and Dropping Classes
- 504 Creation and Implementation
- ConnectEdu and Scholarship Questions
- Change of address or email
- Attendance Recording
- Login issues
- Computer Shipments

Academic Advisor

- Change of Address or Email
- Attendance Recording
- Login Issues
- Computer Shipments
- Driver's Ed Verification Forms
- Credits and Graduation progress
- Changing, Adding, and dropping classes
- ISAT schedules

HS Tech Support: 1-866-512-2273

Principal

Not sure – send it to the Principal

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Tips for Success

Read below for tips for success as you plan your year!

Go to class. **Classes are going to be places where you not only learn from your teacher but from each other. You are an important part of the learning community. You can do your part by being prepared for class with your assignment and materials, and by coming to class on time, every time.**

Do your assignments. **Teachers are going to give you assignments. The assignments will be from the LMS as well as directly from your teacher. The teachers will be specific with their expectations, how they are going to grade, and what you need to do. You will find this information in the course syllabus and the announcements of each of your courses. Be sure to turn those assignments in on time!**

Be active in class. **ClassConnect sessions generally run about one hour each and they will be interactive. You will definitely benefit from being an active part of each class.**

Communicate. **Communicate with teachers if you are struggling or have questions about a lesson, assignment, or expectation. They are here to help you.**

Do your job. **A really important part of being in high school is getting ready for college and beyond. *Your* job is becoming an independent learner. Make sure you know when your assignments are due, when classes are held, and what time you need your alarm to go off in the morning. Paying attention to all of these things will make you increasingly independent!**

We are really excited about what we are going to accomplish together this year. Working together for your success is our highest priority.

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Attendance and Accountability

- Students must attend face-to-face finals at the end of each semester. These pencil-and paper comprehensive exams are held on two specific days (in December and May) at multiple testing locations across the state.

- Students receive progress reports half way through each semester and report cards at the end of each semester. Students and parents can also always check their current grades online any hour of any day.

- Sophomores must show proficiency on the 10th grade spring ISAT to meet the state's graduation requirement. If students are not able to pass this test, remediation classes are available.

- Students must maintain sufficient progress-- this is a combination of attendance and turning in assignments/assessments.

- Attendance is entered by the Learning Coach every day via the OLS Mentor Account. Missing attendance will result in notification from the homeroom teacher and could lead to truancy.

- IDCCRA will track student time spent online. Attendance discrepancies (between what is logged by the parent on the OLS and what is timed by the LMS system) are addressed and have resulted in truancy.

- High school students are required to have 990-instructional hours during the 180-day school year. This means approximately 6.5 hours per school day as a minimum.

The Role of the High School Learning Coach

- Enter attendance (every day)
- Monitor student progress in LMS daily
- Ensure constant student connectivity to internet
- Ensures that student has all materials for success (ie: lab materials)
- Help establish work and learning environment (routine, classroom set-up, etc.) for student
- Communicate often with administration and teachers
- Check e-mail and kmail every day for updates
- Read the weekly high school newsletter (sent via kmail every Friday)
- Make sure student attends state testing and final exams
- Monitor internet and email use for appropriateness

Successful High School Student Characteristics

- Manage time independently
- Learn independently and visually
- Follow through on assignments
- Ask for help quickly and articulately
- Attend live elluminate sessions each week, or watch the recordings in a timely manner
- Read and follow a syllabus and schedule time accordingly
- Stay focused on school work
- Work with an involved learning coach
- Check announcements and email daily

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Daily "To Do Li st " for ALL Students

Check your kmail/email multiple times a day for updates in your classes.

- Teachers send important information about grades and assignments.

You MUST check into EVERY class EVERYDAY!

- Even if you think you are caught up
- Even if you think you don't have anything to do
- Even if you think you don't want too ☺

Check for new announcements

- Important information about changes in the course will be posted here

Check the "Weekly Work Schedule" announcement to see what lesson you need to be working on.

- Each teacher configures their schedule slightly different, so make sure you understand how the schedule works in each of your classes.
- Email your teacher ASAP if you are confused.

Check the gradebook and dropbox to ensure that you are not missing any assignments

- Sometimes your teacher can not access your assignments and they will send you a note through the dropbox, so check this often.

If you run into any problems, contact the correct person right away, DON'T WAIT!

- Login or Computer Tech Issues**:** 1-866-512-2273 (If possible, kmail All teachers and let them know about your situation. Make sure to keep them posted on the situation).
- Issue with your class schedule: Contact your counselor or Advisor
- Questions about course content or the "weekly work schedule:" Contact the teacher listed for the course. You can find their information under "teacher contact information" on the left hand side of the course.
- Transcript Request or Questions: contact the registrar

Graduation Minimum Requirements

(IDAPA 08.02.03 105, 106, 107)

Content Area	**EFFECTIVE FOR ALL STUDENTS THAT ENTER THE NINTH GRADE IN THE FALL OF 2009 OR LATER (CLASS OF 2013 AND BEYOND)**
Core of Instruction	**29 credits (minimum)**
Electives	**17 credits (minimum)**
Total Credits	**46 credits (minimum)**
Language Arts (English – 8 credits and Speech – 1 credit)	**9 credits** (Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district)
Mathematics	**6 credits** Including courses that meet Algebra I and Geometry standards. 2 credits must be taken in last year of high school.
Science	**6 credits** **(4 lab)**
Social Studies (US History, Economics and American Government)	**5 credits**
Humanities (Interdisciplinary Humanities, Fine Arts or Foreign Language)	**2 credits**
Health	**1 credit**
Postsecondary Readiness Plan	4-Year Learning Plan at end of 8th grade
Advanced Opportunities	**Districts must offer at least one Advanced Opportunity such as:** Dual Enrollment Advanced Placement Tech Prep
Senior Project	**Required to include an:** oral presentation and written report **by end of grade 12**
College Entrance Exam	Take either the ACT, SAT or Compass exam **by the end of grade 11**
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage and Science
Middle School	Must take pre-algebra **before entering 9th grade**

Grading Policies

The quickest way to see your grades is by looking in your Dashboard or in the online gradebook for each course. Grades are determined by a number of factors, including computer-scored online tests and quizzes—the results of which are automatically entered into your gradebook—and teacher-scored assignments like papers or reports you submit through the electronic Dropbox. Participation in threaded discussions also has an affect on your grade, as does timely submission of your work. Late assignments mean lost points, so it's important to keep on top of your schedule!

Grading Scale
90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

How do High School credits work?

- Students earn credit in a class if they pass the semester with 60% or higher.
- Students earn one credit per class per semester
- Semester grades are not averaged together; they are different units and appear separately on the transcript
- If a student does not pass a required course, he/she will have to retake that course again until he/she passes. Credit Recovery classes may also be an option to earn a credit after initially failing a required course. Read more about this in the Credit Recovery section.
- Transfer credits will only be accepted from accredited schools.

Grade Classification

IDCCRA high school students are classified based on the number of credits they have earned, not their age. Therefore, it is possible for a student to be a freshman for two years in a row, or change classifications from a freshman to a sophomore at the end of first semester.

Freshman	0-11 Credits earned
Sophomore	12-23 Credits earned
Junior	24-34 Credits earned
Senior	35+ Credits earned

Late Policies

Students can turn in any assignment up to one week after the due date for full credit. After it is late, they will get a zero in the gradebook. Any zero can be replaced until a specified date in the term replace those zeroes for up to half credit.

Advanced Placement and Concurrent credit courses will have more strict late policies as they are coordinating with the cooperating university. See the instructor syllabus for those policies.

Dual Enrollment

Q: What is Dual Enrollment?

A: A dual enrolled student is one who resides in Idaho and attends IDCCRA while concurrently attending either: a) another publicly funded school in Idaho (including public charter school), b) a private school in Idaho, or c) a home school in Idaho.

Q: What is the process and how do I apply for Dual Enrollment?

A: Complete the Dual Enrollment (DE) application attached to this kmail. On the first page, state the courses you would like to take with IDCCRA and the cooperating school. The second page of the application needs to be reviewed and signed by the cooperating school's official. Applications that are filled out incorrectly or found to be incom- plete will not be approved. Once the Dual Enrollment application is complete, submit the application to the Merid- ian office, by either:

Q: Who is eligible for Dual Enrollment?

A: Grades 1-12. An IDCCRA student must be enrolled in at least 3 courses with IDCCRA to be eligible for Dual Enroll- ment.

Q: What is the definition of a "Full Time" Dual Enrolled student?

A: "Full Time" Dual Enrollment is defined as a student attending IDCCRA more than 4 (four) hours per school day. *This situation is not common, but is used if the cooperating school does not collect funding, or, if a student is taking 1 or 2 courses in a traditional home school setting.* "Full Time" Dual Enrolled students will have the opportunity to accept or decline the use of a school computer and printer and will follow the same internet service provider (ISP) subsidy guidelines as fully enrolled IDCCRA students.

Q: What is the definition of a "Part Time" Dual Enrolled student?

A: "Part Time" Dual Enrollment is defined as a student attending IDCCRA more than 2 ½ (two and a half) hours but less than or equal to 4 (four) hours per school day. *The most common "Part Time" Dual Enrollment situation reflects 3 courses with IDCCRA and 3 courses with the cooperating school.* "Part Time" Dual Enrolled students will not be provided with a computer, printer, or internet service subsidy.

Q: If my child is Dual Enrolled student, where should I take him/her for the State tests?

A: The parent is responsible for taking his or her child to testing where the child is receiving instruction. For example, if your child is enrolled at IDCCRA for math, your child will take his/her state math test at IDCCRA. If your child is enrolled in the cooperating school for reading, your child will take all state reading tests at that school.

Q: How does IDCCRA receive funding for a dual enrolled student?

A: The basis of dual enrollment will follow the State funding model. IDCCRA will receive full Average Daily Attendance (ADA) for "Full Time" Dual Enrolled students. IDCCRA will receive ½ (one half) ADA for "Part Time" Dual Enrolled students.

Q: What if my child is attending a non state funded school such as a private school or home school? Do I still need to fill out the Dual Enrollment application?

A: Yes, but only the first page of the application. Please, state which courses you would like your student to take with IDCCRA and which courses will be taken at the cooperating school. In the "courses with cooperating school" box, please state if the courses are either home school or private school courses. IDCCRA needs to record your student enrollment with a reduced course schedule for our attendance purposes.

Q: Who should I notify if my child's Dual Enrollment status changes?

A: It is the parent's responsibility to immediately notify your IDCCRA teacher if your Dual Enrollment status changes.

Q: How often do I need to fill out a Dual Enrollment application?

A: Each enrollment year you will need to submit a new Dual Enrollment application. You will also need to complete a new Dual Enrollment application each time there is a course change with the cooperating school.

Q: Do I fill out another Dual Enrollment application for 2nd semester?

A: During 2nd semester enrollment, if your student's course schedule changes from the beginning of the year (with IDCCRA or your cooperating school), you will need to submit a new application. This process helps IDCCRA know where your child will take the state tests. If there are no changes, there is no need to submit a new application.

Q: Is there a deadline to submit the Dual Enrollment application?

A: Yes, the deadline is one month after your child starts the first day of school. For example, if your child starts school on October 1st his/her deadline will be November 1st. If you need more time please contact your IDCCRA teacher.

Q: How do I know if my student is approved for Dual Enrollment?

A: You should receive a kmail stating your student's approval within 7 days after the application is received. If your student is not approved, you will be contacted either by kmail or by phone stating the reason why the application was declined.

Q: What if my child is currently "Full Time" and now decides to attend IDCCRA "Part Time?"

A: You will be required to submit a Dual Enrollment application for approval. At the time of approval, IDCCRA will request to have your computer returned along with all other electronic equipment provided through K12. Also, if your family was receiving internet service provider (ISP) subsidy, you will no longer qualify.

Q: My child is attending the cooperating school less than 2.5 hours a day, but the school will not waive ADA funding. What do I do?

A: Your student can either add another course to at the cooperating school and attended both schools "Part Time," or completely attend either school "Full Time." If you need suggestions on what classes would be the best fit for your child, please call your IDCCRA teacher or your IDCCRA advisor.

Concurrent Credit Courses

Concurrent Credit is a partnership between IDCCRA and select Idaho colleges which allows students to take an advanced IDCCRA online course, taught by an IDCCRA instructor, and also receive college credit for the coursework. These select courses are taught by IDCCRA instructors that are also adjunct faculty members of the college. The syllabus for the course has been approved by the specific college and the student registers with that college and pays tuition. **The 14-15 cost is $?? per credit**. *(This is a significant savings compared to regular per-credit costs.)*

WHO CAN REGISTER FOR CONCURRENT CREDIT CLASSES?

Course offerings are normally reserved for qualified juniors and seniors, depending on the course.

Students must have completed all of the IDCCRA pre-requisite classes to be eligible for concurrent credit classes and register for the credit.

Contact the school counselor for more information about concurrent credit course opportunities.

Advanced Placement Courses

The Idaho College and Career Readiness Academy offers several Advanced Placement Opportunities for students. In order to meet AP guidelines and have the AP course designation, classes must have the depth and rigor of a college-level course. IDCCRA and K12 courses must be registered with and approved by the College-Board in order to use the title "AP" in their course name.

WHY AP?

Taking AP courses in high school shows prospective colleges that a student rose to the challenge of a college-level course with high expectations. Colleges like to see AP-level work on transcripts because it shows that students went above and beyond mere graduation requirements. In many cases, successful completion of AP courses will set you apart from your peers when it comes to admission and scholarship decisions.

*(*Courses are also available through IDLA. Contact your counselor for more details.)*

THE EXAM

Students who take AP courses are eligible to take the AP exams that are associated with those courses. The exams cost $86 dollars each and scholarships are available. In most cases, a good score on the exam may make you eligible for college credit or exemption from some colleges courses. However, the credit is not guaranteed and each college and university has its own policies regarding AP credit.

The AP exams are administered in May on set dates at set times nationwide. Exams are typically four hours in length. Because IDCCRA is a virtual school, we are not able to administer these exams, but we can help you set up testing at your local brick and mortar school. Students receive a score between one and five on the exam. A score of 3,4, or 5 must be earned on the AP exam on order to be *eligible* for receipt of college credit or exemption from college courses; some colleges only accept 4s and 5s. Please consult with the colleges that you are interesting in attending to see how AP credits are accepted.

It is possible to take an AP course from IDCCRA and not take the AP exam. If a students is already taking concurrent credit, that college credit is guaranteed and it is not necessary to take the AP exam.

GPA WEIGHTING

Advanced Placement courses are weighted on a higher gpa scale than regular courses. Students earning an A in an AP course earn 5 points, as compared to 4 points for an A for regular courses. Students earning a B earn 4 points in an AP course, and so on. It is possible, then, for a student to have higher than a 4.0 cumulative GPA if he/she takes AP courses. Both weighted and non-weighted gpas appear

Dual Credit

IDCCRA juniors and seniors with high GPA's are eligible to enroll in courses at their local community college or local college or university during the summer or the regular school year and take college courses on the college campus.

Such courses are beneficial for students because they allow students to get a head start on understanding the rigor of college courses.

In many cases, these credits can count for college credit as well as IDCCRA elective high school credit. You need to obtain a high school dual credit form from the college and have your high school counselor fill out the necessary sections.

In all cases, please make sure that you consult with your high school counselor PRIOR to making any tuition deposits or registering, to discuss how IDCCRA will accept this credit toward graduation. (College dual enrollment is not the same thing as dual enrolling with another public high school. Students taking college classes can keep their IDCCRA computer and tuition reimbursement and are not required to fill out IDCCRA's high school dual enrollment paperwork.)

Please note: for courses that require placement scores (like math, English, or Chemistry), ACT, SAT, or Compass test scores help determine which courses the student qualifies to take. Please contact the local community college or local college or university to find out if your score meets the minimum requirements.

Contact the IDCCRA Concurrent Credit Coordinator and AP Site Coordinator

How to Set Up Your School Account

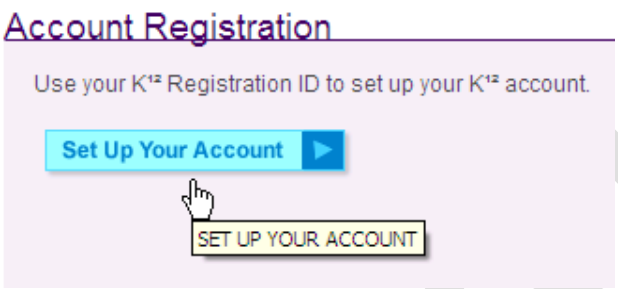
To create a new account:

Make sure you have the Registration ID #

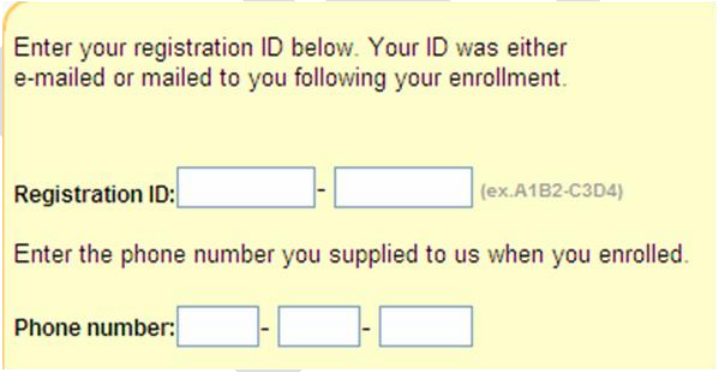
If you need this, contact:

Go to www.k12.com and click on OLS Login (upper right)

Click on Set Up Your Account

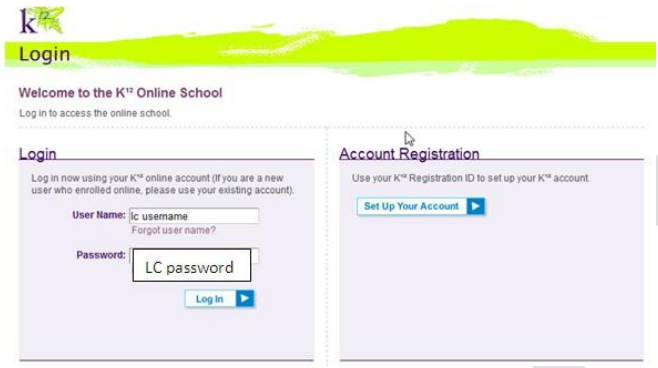


Enter your Registration ID and Phone number – follow the directions to complete account set up.

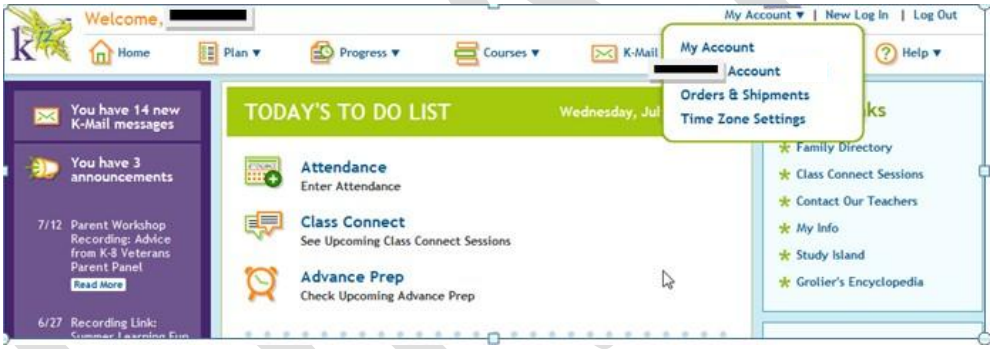


How to set up a student account

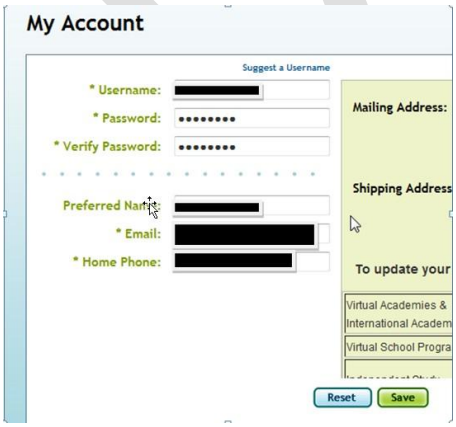
Once the LC has their username and password, you will need to set up your student account. You will need to go to your student URL and log in with the LC username and password.



Once you log in using the LC username and password, click on 'my account'. You will then click on the second choice which will have the student name along with account. For instance Jane's account (IDCCRA)

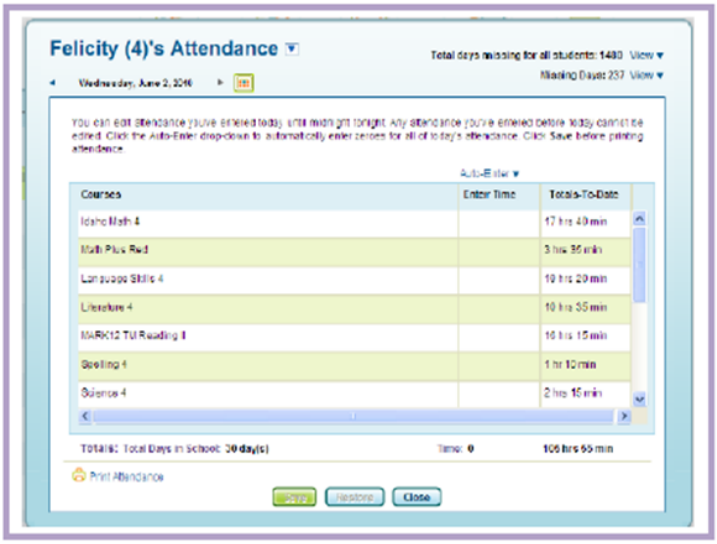


When the next page pops up you will create a student username and password and click 'save'



How to log attendance

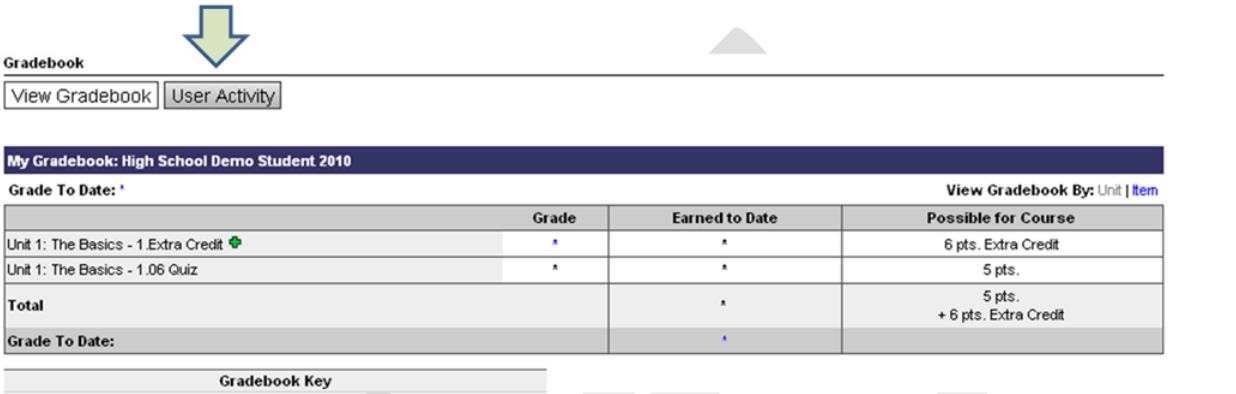
HOW Do Learning Coaches Log Attendance?
Learning Coaches have an Attendance alert displayed in the center of their Learning Coach Home Page to make sure they are keeping up with their student's attendance requirements. If they are missing attendance, this alert will show them how many days they are missing. Please note: Students cannot enter attendance. Provided below are directions for logging attendance:

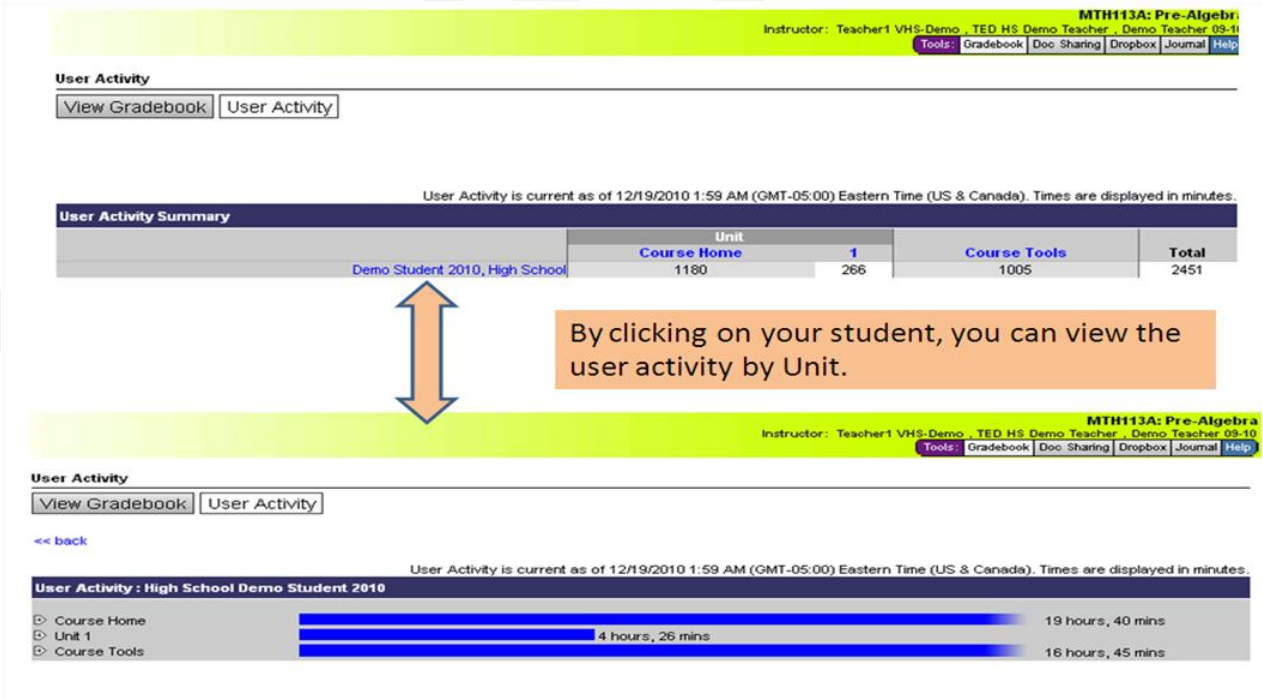


1. Click the ***Attendance alert*** to display the Attendance pop-up.
2. At the top of the pop-up you will notice your student's name. Your student's name is a link that allows you to switch students and enter attendance for each of your students while in the pop-up.
3. A summary of the missing days of attendance for all your students and for the selected student is shown at top in the Missing Day menu.
4. Use the calendar icon to choose a day to enter attendance for or choose a day from the Missing Day menu.
5. To enter attendance, click in the field next to the course name. The field will automatically display the number of minutes your student was supposed to spend on that course for the day. You can edit this by typing over it or you can click another field to accept those minutes.
6. If there are minutes already entered in a field, you may have entered them on a previous day or after the end of a lesson. Each time you enter attendance at the end of a lesson, it's added to any minutes that have already been entered for that day.
7. If your student did not attend school on a certain day and you want to enter attendance for that day - you need to enter zeroes in all the courses. You can use the Auto-Enter drop-down to automatically enter zeroes for all the courses, or just the ones that are currently not showing any attendance for that day.
8. You can print attendance by clicking the ***Print Attendance*** icon and link on the bottom of the attendance screen. You must click ***Save*** to save your attendance before you print.

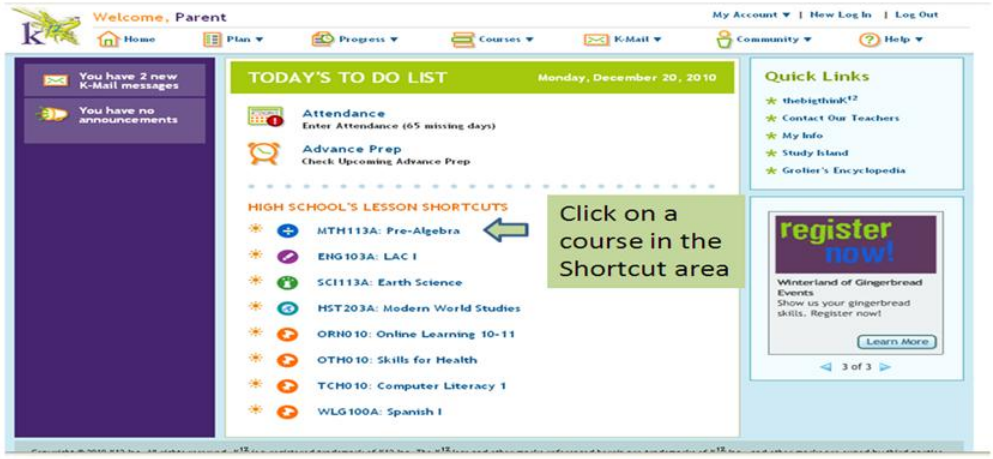
Checking User Activity

You can check your student's user activity from the gradebook. Simply click the User activity tab.



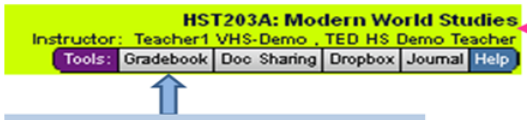


Checking Course Grades



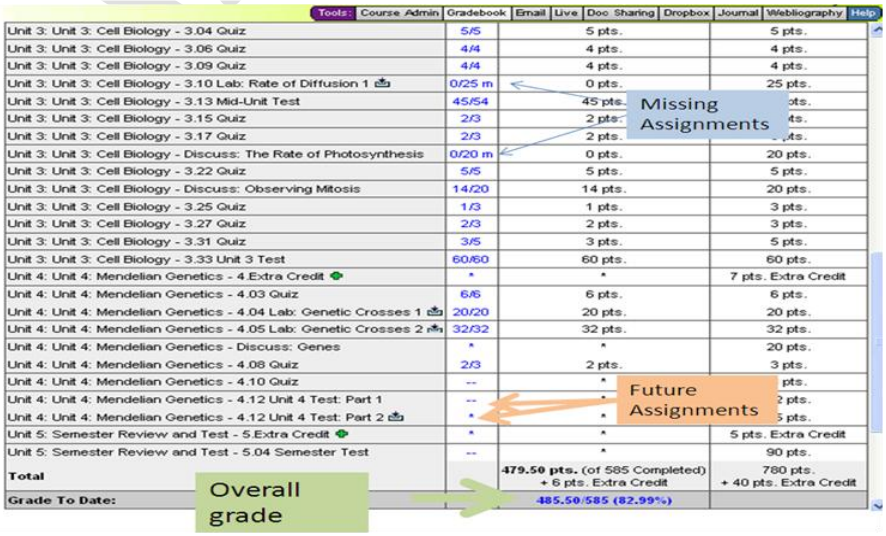
A notice will pop-up to remind you not to do any work in the learning coaches account. Just select " I Understand"

Classroom Homepage



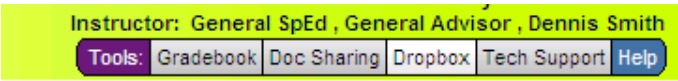
Click on the Gradebook link

- From here you can see a break down of your students grades.



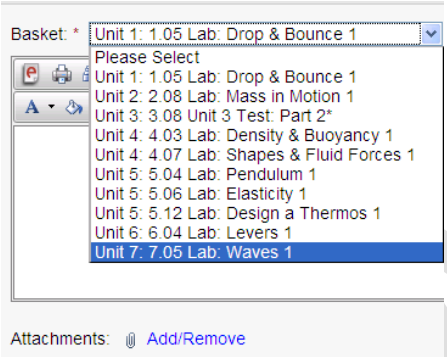
How to Use the Drop Box

When in a course, click the Dropbox link at the top right.

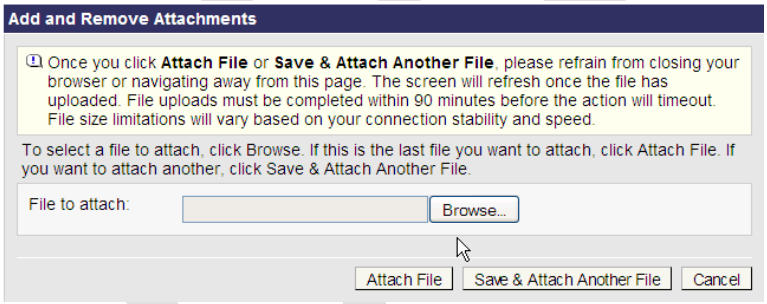


Click the words “Submit Assignment” at the top left of your screen.

Choose the Basket that matches your assignment then Click “Add/Remove” to attach your assignment



Browse to find your saved document, then click Attach File



Click “Submit Assignment” at the bottom left. (You can write your teacher a note in the message box first, if you’d like.)

How to Use Kmail

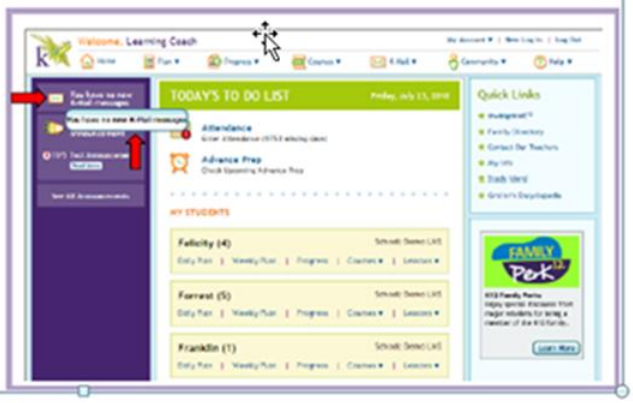
K-Mail

K-mail is official school communication between Learning Coaches and [redacted] staff members. K-mail messages are like email messages, but are only available from within the Online School. Learning Coaches and students are encouraged to check their K-mail **at least twice daily (morning and evening)**.

Provided below are directions for Learning Coaches accessing their K-mail, which can be done in one of two methods:

Method One for Accessing K-Mail:

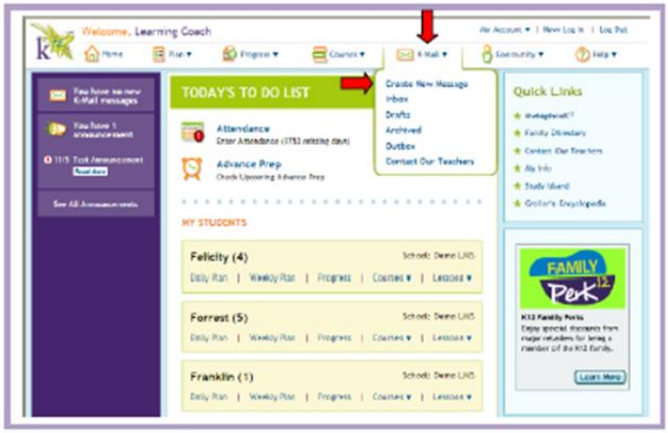
The Communications area of the Home Page gives you a notification of the number of unread K-mails in your Inbox. You can get a "quick-peek" by rolling over this notification. You can read your K-mails in entirety by clicking on the hyperlinked ***K-mail notification icon***.



Method Two for Accessing K-Mail:

The K-Mail icon in the global menu gives you access to the following links from any OLS page.

- Create New Message
- Inbox
- Drafts
- Archived
- Outbox
- Contact Our Teachers
  (Choosing this item displays the contact information for all the teachers for all your students. Every time you see a teacher's name, you can click it to display his/her contact information. You will see his/her phone number and a link to write him/her a K-mail.)



Attendance and Truancy

Idaho Code 33-512 (1) requires that each public school adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction. Idaho College and Career Readiness Academy (IDCCRA) requires the following hours:

Grades 9-12 990 hours

Idaho Code 33-202 establishes that school attendance is compulsory for students between the ages of seven (7) and sixteen (16), unless the student is comparably instructed. IDCCRA is one of the public school options available to parents to fulfill this obligation. Parents should understand that IDCCRA is a public school alternative, not a home school alternative. As a part of the public school system, IDCCRA has responsibility to account for the attendance and progress of each individual student enrolled and for which IDCCRA receives public funds.

This policy relates not only to attendance issues, but also delineates the procedures by which students can be suspended, expelled and reenrolled, as well as the appeal process.

It is necessary to carefully track and document Attendance in the On Line School (OLS) of Idaho College and Career Readiness Academy for accountability purposes as well as funding from the State Department of Education. Progress and mastery in the On Line School relate to promotion of the student in the curriculum.

Attendance Definition:

Attendance is defined as:

1.) Actual hours attendance in the public virtual school.

Under either definition, the student's time computation must include the actual time the student is engaged in activities of the K-12 curriculum under the direct supervision and/ or monitoring of the identified responsible adult who is working with the student on the IDCCRA educational program. This time can also include activities of the employed teacher directly interacting with the student, as well as time when the student is engaged in K-12 online and off-line activities on the computer.

In addition to direct instructional time, additional engaged learning experiences may qualify for attendance computation. Examples of such appropriate general learning experiences include but are not limited to:

1.) consultation with a professional in an area of expertise, i.e., a geologist,
2.) visit to a historical or art museum as a component of an art or history assignment.

The supervising adult will be responsible for tracking all hours and reporting them as required on the OLS. The OLS will be the official recording of attendance for a student. In order to assure balanced learning, supplemental hours in music, art and Physical Education are limited to two (2) hours in each area per week to be included in the total hours for attendance. Physical education activities are to be structured, organized and supervised.

OR

Regularly demonstrating engagement in educational activities of the On Line School, beyond simply logging on to the school.

A. This prong of attendance will be monitored by the student's assigned class-room teacher.
B. A student must regularly demonstrate at least six percent (6%) progress, per month, for core courses.
C. Three months of failure to meet the six percent (6%) progress benchmark, without prior authorization by the school's administration or the assigned teacher due to some extenuating circumstance, shall be deemed sufficient to demonstrate that the student is not "attending" school.
D. A student/family who is anticipating an absence from the school for a period of a time or is experiencing an event which could be considered an extenuating circumstance should make arrangements with the assigned teacher or the school's administration to address progress review in order to complete necessary progress prior to and/or after the planned absence.

AND

Attending 70% of the Direct Instruction or Elluminate sessions for which the student is assigned to attend.

A. This prong of attendance will be monitored by the student's assigned teacher.
B. Attendance at an assigned Direct Instruction or Elluminate Session may occur during the original and live activity or may be completed by the student by watching the saved video recording.

** These attendance regulations, as established by the Board, are subject to modification in the instance of an individual student's IEP or Section 504 Plan.

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Attendance Goals and Expectations:

Except in extraordinary cases, students will be expected to "attend" 100% of the annual attendance requirements, as defined above, for the student grade level. These hours may be earned through a flexible schedule as provided in the school calendar.

"Extraordinary" circumstances which may be considered acceptable for less than 100% student attendance include:

- extended illness of the student or
- other such individualized circumstances that prevent the student from attending to school work

If recorded and reported attendance falls below the above-defined acceptable standards, the Head of School or designee may take initial action to suspend the student for truancy (a violation of the school's attendance regulations). As outlined below, repeated lack of required attendance may result in action by the Board regarding habitual truancy

Denial of Enrollment – Students seeking IDCCRA enrollment

Pursuant to Idaho Code § 33-205, IDCCRA may deny enrollment and attendance to any student who has been expelled from another public school district (LEA) within the state of Idaho or any other state.

IDCCRA recognizes that due to the unique educational structure of the educational program, a student who has been expelled from another public school district (LEA) may be able to attend IDCCRA and continue their educational advancement, without any risk of harm to other students, faculty or school facilities.

When a student who has been expelled from another school district (LEA) seeks to become enrolled at IDCCRA, the Administrative team of IDCCRA shall communicate with the prospective student (parents) and the student's former school district (LEA) to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any danger or risk of harm to other IDCCRA students, IDCCRA faculty or IDCCRA property. If it is determined that there is no risk of harm to other students, faculty or property and IDCCRA can provide an educa- tion to the child, the Board of Directors has authorized the Administration to enroll the student, based upon a behavioral plan individually created to address the specific disciplinary issues for the child. Should the Administration determine that enrollment of the child would pose a danger to other students, faculty or property which cannot, in the judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into IDCCRA. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board to contest this decision.

Suspensions and Expulsions – IDCCRA students

Suspensions:

The Head of School, Assistant Head of School, or designee may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school.

A Principal, Head of School or Assistant Head of School may temporarily suspend a student for up to five (5) school days.

The Head of School may extend this suspension for an additional ten (10) school days.

The Board may extend this suspension an additional five (5) days upon a finding by the Board that an immediate return to school by the pupil would be detrimental to other pupils' health, welfare or safety.

Any pupil who has been suspended may be readmitted to the school by the Head of School or Principal who suspended him/her upon such reasonable conditions as said Head of School or Principal may prescribe.

The period of suspension may be "suspended" or "deferred" to allow the student to continue with education, and the student may be required to participate in work and attendance as determined by the Head of School or the Assistant Head of School. If a student is suspended for inadequate attendance, they will be provided with information regarding options to transfer to other public school programs.

A. Written Referral: Violations shall be presented in written form (such as an e-mail) and should be specific as to the misbehavior or breach of the Code of Student Conduct.
B. Student Notification: The student will be placed on notice of the alleged violation by the Head of School or designee.
C. Initial Conference: An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee.
    A. Charges and Evidence: The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
    B. Parental Assistance: The Head of School shall make a good faith effort to employ parental assistance or other alternative measures prior to suspension. The Head of School may suspend the student immediately. The Head of School will take into consideration the seriousness of the breach of conduct; whether the conduct is disruptive enough to require immediate suspension and/or if an emergency situation exists.

D. Parental Notification:

A. By Telephone or E-mail: The Head of School or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's mis-conduct and the proposed disciplinary action.

B. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the Head of School or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason for the action taken.

E. Board Notification: The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

F Appeal or Challenge: If the student and/or parent(s)/guardian(s) wish to appeal or challenge the suspension, the Head of School or designee will schedule an informal meeting to discuss the charges, any evidence substantiating the charge, the sanctions imposed and the reason for such sanctions. After this informal meeting, the student and or parent(s)/guardian(s) may request a formal hearing before the board if they are still unsatisfied with the decision of the Head of School or designee. This formal hearing will follow the same pattern as those required for expulsions. This hearing should take place within thirty (30) days unless the student and/or parent(s)/guardian (s) request more time.

Expulsions and Denial of Attendance – IDCCRA Students:

Pursuant to Idaho Code § 33-205, the Board of Directors may deny enrollment or expel a student who is:

1.) an habitual truant;
2.) who is incorrigible;
3.) for any violation of the Code of Student Conduct, or for any conduct which in the judgment of the board, is considered to be continuously disruptive of school discipline, or of the instructional effectiveness of the school; or
4.) whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

A. Notice: The written notice by certified mail shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. The notice will state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her. If the notice to the parent by certified mail is returned as unclaimed, the parent will be deemed to have been provided notice pursuant to Idaho Code § 33-205 and have waived the right to a due process hearing.

B. Hearing: The Board of Directors shall have a full and fair formal hearing on the allegations set forth in the written notice.

This hearing shall occur within a reasonable period of time. The student and/or parent(s)/guardian(s) may request a delay in order to be prepared for the hearing. The hearing shall be held within 30 days of the notice of intent to expel, unless there are extenuating circumstances or a request for an extension of time has been granted to the student/family.

During this hearing the Student shall have the right to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

C. Procedure: After proper notice as set forth above, the following procedure shall be used.

1. Opening Statements: Both sides shall have the opportunity for opening remarks or statements.
2. Burden of Proof: The IDCCRA has the burden of establishing grounds for the expulsion of the student based on the allegations set forth in the written notice.
3. Cross examination: The student or their counsel may cross-examine adult witnesses.
4. Student 's Case : The student or their counsel has an opportunity to present evidence and/or witnesses.
5. Closing Remarks: Both sides have the opportunity to provide closing remarks.
6 Decision: At the close of the hearing, the Board of Directors will retire to deliberate the case and upon reaching a decision will issue findings of fact and conclusion supporting their decision. Upon a motion made in open meeting, the Board will issue the approved Findings, Conclusions and Decision. A copy of which shall be delivered to the student/parent(s)/guardian(s).

D. Truancy: Any student who is suspended on more than one occasion in a six (6) month period for inadequate attendance; or whose "attendance" at school violates the attendance regulations of the Board as detailed in this policy; or whose attendance is of a sporadic and inadequate nature without justification or extraordinary circumstances may be determined by the Board of Directors to be an habitual truant and may be expelled after notice and a hearing as set forth above.

E. Special Education Students: Students enrolled in special education or on a 504 Plan will not be suspended or expelled without consideration by a manifestation determination to assure the provisions of FAPE are consistent with the requirements of the IDEA and Section 504.

F. Reenrollment: Any student who has been expelled from the Idaho College and Career Readiness Academy may appeal to be reenrolled in the school, after the terms/time limit of the expulsion has been completed by the student, pursuant to the procedures outlined in Idaho Code §33-502. Approval must be granted by the Head of School and the Board of Directors. The Board will notify the parent(s)/guardian(s) of the student in question, in

writing by certified mail of the date and time of the reinstatement hearing. The hearing will be a face-to-face meeting before the Board of Directors (if a quorum can be obtained) or a telephone conference with a quorum of the Board of Directors in attendance.

G. Withdrawal: The parent and student may determine based upon the availability of the identified caring adult and the student's commitment to schooling at home, that IDCCRA is not the better alternative for the education of the student. This decision should be discussed with the School. If the decision is made that the student should withdraw and transfer to another school within the student's residential district, information regarding said transfer will be provided to parents by the School consistent with the policies of the residential and chartering entity.

Habitually Truant Students

It is the intent of IDCCRA to work with families to ensure that they are supported and successful in our model. It is further the intent of IDCCRA that expulsion or denial of attendance due to habitual truancy be the last resort.

IDCCRA will make all possible attempts to contact students and families of students who are either not attending classes (not logging attendance); or not attending Direct Instruction Sessions or Elluminate Sessions as assigned to the student; or who are logging attendance, but not actually attending classes or producing work. IDCCRA will work with these students and their parents and/or guardians to provide the needed supports to increase the opportunity for these students to be successful in our online model and to avoid expulsion. However, when students do not respond by attending and producing work as required in our model, IDCCRA will begin the process of denying the student enrollment as is allowable by Idaho Code § 33-205. Prior to actual denial of enrollment, the following actions will be taken:

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For the High School Program

A. When a student is 27.5 hours behind expected attendance, the Parent/Guardian and student will be issued a written warning via Kmail that the student is in danger of violating the truancy policy.

B. If attendance has not been updated within one school week, the Parent/Guardian will be issued a written warning via US Post that the student is in danger of violating the truancy policy.

C. If attendance has not been updated within one school week of receiving the US Post warning; a certified letter will be sent notifying the Parent/Guardian and student that the student is in violation of the truancy policy.

OR

Regularly demonstrating engagement in educational activities of the On Line School.

1. This prong of attendance will be monitored by the student's assigned homeroom teacher.
2. The online activity report must indicate that the student has logged at least 60% of the expected minutes per course per week.
3. Three weeks of failure to meet the expected minutes per course per week requirement, without prior authorization by the school's administration or counselor due to some extenuating circumstance, shall be deemed sufficient to demonstrate that the student is not "attending" school.
4. A student/family who is anticipating an absence from the school for a period of a time or is experiencing an event which could be considered an extenuating circumstance should make arrangements with the assigned teacher or the school's administration to address progress review in order to complete necessary progress prior to and/or after the planned absence.

AND

Attending 70% of the Class Connect (Elluminate) sessions for which the student is assigned to attend.

1. This prong of attendance will be monitored by the student's assigned teacher.
2. Attendance at an assigned Class Connect Session may occur during the original and live activity or may be completed by the student by watching the saved video recording.

**These attendance regulations, as established by the Board, are subject to modification in the instance of an individual student's IEP or Section 504 Plan.

Credit Recovery Policy

It is the intent of Idaho College and Career Readiness Academy to make credit recovery options available to students to help them graduate from high school in a timely manner. In order to earn credit, IDCCRA high school students seeking credit recovery opportunities must adhere to the following:

- Students must be at least half time students at IDCCRA to be eligible for enrollment in credit recovery courses
- Students will be eligible for a credit recovery course at the start of the next semester or session (as in the case of summer school or j-term) after earning a failing grade in a course.
- Students can be assigned one credit recovery course at a time. If students request a second course concurrently, they must have successfully completed at least one course, and have administrator approval.
- Students are required to take a proctored final exam for each credit recovery course. That final exam will not be given online or in the home setting. Students will either have their finals proctored by IDCCRA staff or will work with IDCCRA staff to set up a remote proctor.
- Students must pass the credit recovery course with a 70% or higher to earn credit and have the current grade on their transcript replaced by the grade in the credit recovery course.
- For students to earn credit in science credit recovery courses, they must complete at least three labs within the credit recovery course to meet Idaho graduation requirements.
- Credit recovery courses may not be used to improve grades other than an F in a course. Students who wish to improve their grade, overall GPA or class rank may re-take the current IDCCRA course to that end.

Internet Subsidy Policy

It is the intent of IDCCRA to provide assistance to families with computer and/or internet reimbursement needs so they may participate in IDCCRA curriculum and learning opportunities. This policy specifies the terms and conditions:

Families who qualify for FRL (Free and Reduced Lunch) are eligible for Internet Service Provider (ISP) subsidy. Parent/Guardian must submit online form for subsidy. Payments occur at the end of each semester.

Discipline Code

As an IDCCRA student, you are subject to the rules and restrictions implemented by your virtual academy AND the Student Code of Conduct and Acceptable Use Guidelines which is provided at the end of this handbook.

Prior to the start date for each school year in which you are registered, you must read the Student Code of Conduct and Acceptable Use Guidelines and agree to abide by its terms.

IDCCRA Anti-discrimination Policy

IDCCRA does not discriminate on the basis of race, color, or national origin, that any person(s) be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimi- nation.

IDCCRA does not discriminate on the basis of sex, that any person(s) be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity for which the IDCCRA is responsible.

Additionally, no otherwise qualified handicapped person(s) shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for which the IDCCRA is responsible.

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Harassment Reporting

If you are being harassed in your high school course environment, it is important to report it immediately to your teacher. Harassment comes in many forms including the following:

- spam (unsolicited e-mails not pertaining to the course)
- threatening communications
- Offensive communications or any other kind of communication that makes you feel uncomfortable.

IDCCRA Student Code of Conduct and Acceptable Use Guidelines

This document describes the policies and guidelines for the use of the IDCCRA high school and exists to ensure that all IDCCRA students are aware of and understand their responsibilities when accessing and using IDCCRA resources.

IDCCRA reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to IDCCRA instructional computing resources. IDCCRA instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by IDCCRA.

As a student enrolled in IDCCRA, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in the:

- Removal of your access to IDCCRA instructional computing resources, which could result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.

Accountability

- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Use only your own user name and password, and do not share these with anyone. Do not interfere with other users' ability to access IDCCRA or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Do change your password(s) frequently, at least once per semester or course is encouraged.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-IDCCRA commercial activities, non-IDCCRA product advertising, or political lobbying on an IDCCRA owned instructional computing resource.

- Do not use IDCCRA instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on IDCCRA instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any IDCCRA server.

Inappropriate Behavior
Inappropriate behavior includes the following:

- Insults or attacks of any kind against another person.
  Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threads.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

Weapons
Weapons are not allowed on school property or at school sponsored events. Following state law, administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion. Any student found to be in possession of a weapon will be reported to law enforcement authorities.

Threats
Threats against students, adults, or school staff will not be tolerated. Following state law, administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion.

Tobacco, Drug and Alcohol
The use of tobacco, controlled substances, or alcohol on school property or at a school sponsored event is prohibited. Following state law, administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion. Any student found to be in illegally in possession of drugs or alcohol will be reported to law enforcement authorities.

Cyberbullying
Each user of the school community and Class Connect classroom is solely responsible for the content posted through his/her log-in credentials. Sharing your username and password with others is strictly prohibited, as is logging in with someone else's username and password, or impersonating another user.
The following tones, language, materials and behaviors are strictly prohibited:

- Posting personally identifiable information (whether directly or indirectly through a link to a personal profile) such as phone number, IM, email address or street address in any format other than a *private message.*
- Antagonism or prejudice of any kind with respect to race, religion, gender, intelligence, age, orientation, disability, or socioeconomic status
- Posting material including photographs and videos inappropriate for minors (anyone
- under the age of 18)

Cyberbullying—Continued

- Any criminal or other illegal activity including encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs or alcohol
- Illegally posting, distributing, uploading or downloading copyrighted work (whether music, video, words, images, drawings, pictures, software or otherwise), or providing any information to circumvent copyright protection devices or software
- Sharing quiz, test, assessment, essay or term paper questions or answers or undertaking any other action that would violate any code of conduct, expectations or rules of your school or teachers regarding academic honesty or that would defeat the intent of any quiz, test, assessment, essay, term paper or other academic assignment
- Threats to anyone's physical or mental well-being
- Threats to school or personal property
- Stalking behaviors
- Harassment of any kind
- Explicit language or sexuality
- Explicit or graphic violence
- Spam or any other unauthorized/unsolicited or commercial promotion
- Disruptions of the server or host software
- Impersonations of others' identities, including employees/representatives of IDCCRA
- Use of codes, software, or passwords that may grant unauthorized access to IDCCRA software or third-party software of any kind
- Soliciting passwords or personal identifying information from other users
- Content that poses any type of threat to homeland security

FAILURE TO COMPLY WITH THESE STANDARDS MAY RESULT IN TEMPORARY OR PERMANENT REMOVAL OF USER ACCESS. Following state law, administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion.

Student Internet Safety

- Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the IDCCRA.
- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the IDCCRA.

Network Etiquette

As an IDCCRA student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and

proof read for typos.

- Respect other people's privacy.
- Don't broadcast online discussions, and never reveal other people's email addresses.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using IDCCRA computer resources. This includes copyrighted graphics of cartoon characters or other materials that you found that may appear to be non-copyright protected.

Academic Integrity

Idaho College and Career Readiness Academy seeks to establish academic integrity within the high school community.

IDCCRA has identified the following as unacceptable practices, including, but not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing your own to be copied, using unauthorized aids on an assignment, essay, quiz, or test, having someone else complete an assignment, essay, quiz, or test for you, submitting as your own another person's work, rescheduling a test on a false excuse;
2. Plagiarizing (e.g. presenting as your own the words or ideas of another person), including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, relying on similar order of sentences while altering a few words or word order;
3. Submitting the same work for more than one course or assignment without prior written approval from the instructor(s);
4. Using copywrited material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done, or falsifying citations in research reports;
6. Destroying, tampering, or altering another student's work to impede academic progress;
7. Signing in to an elluminate session for another student who is not present, or leaving an elluminate session without logging off or indicating that you have "stepped away" from the session;
8. Falsely reporting completion of reading assignments

At the instructor's discretion, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reported to the appropriate administrative authorities. Violations may also lead to further disciplinary action.

Monitoring
IDCCRA reserves the right to review any material transmitted using IDCCRA instructional computing resources or posted to an IDCCRA instructional computing resource to determine the appropri- ateness of such material. IDCCRA may review this material at any time, with or without notice. Email transmitted via IDCCRA instructional computing resources is not private and may be monitored.

IDCCRA Indemnification Provision
IDCCRA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. IDCCRA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. IDCCRA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of IDCCRA, its affiliates, or its employees. K12 assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and parent have to use the instructional computing recourses as required in the Use of Instructional Property Agreement ("Agreement") the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Dress Code
The students and staff of the Idaho College and Career Readiness Academy are concerned with health, safety, and well being of students and the avoidance of distractions to learning. For these reasons, students are expected to dress appropriately for face to face testing, and other outings that are held through- out the school year. Students may be temporarily removed from testing or school related outings if such distractions take place.

- For safety reasons, any clothing that may be used as a weapon is strictly prohibited. For example: sharp object jewelry, dog collars with spikes, and any other spiked clothing.
- Wallet chains less than 10" in length are permitted.
- Headbands, bandanas, or other accessories that are directly related or representative of a gang that is a prominent threat in or around the community, or that presents a real and significant threat to students, are not appropriate.
- Other dress that may be considered improper to the good and instructional effectiveness of the school shall be monitored by staff and administration.

  * No spaghetti straps or tube tops
  * Apparel that reveals midriff must not be worn
  * No underwear showing including boxers, thongs, undergarment straps, etc.
  * Skirts need to be at least as long as the tip of the student's fingers when hands rest at their sides
  * Shorts must have at least a three inch inseam.
  * Pants for both boys and girls must be worn at hip level or higher.
  * Plunging necklines, see-through apparel or other revealing clothing is not allowed.

Consequences: If a student is wearing inappropriate clothing they will be asked to change and

parents will be notified.

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Progress toward Graduation Checklist

Total Credits Completed: ____ Total Credits Required to Graduate: 46

Language Arts (8 credits required) _____ ____ ____ ____ ____ ____ ____ ____

Speech (1 credit required) ____

Science (6 credits—2 lab based) _____ ____ ____ ____ ____

Math (6 credits) ____ ____ ____ ____ ____ ____

US History (2 credits) ____ ____

Government (2 credits) ____ ____

Economics (1 credit) ____

Health/Wellness (1 credit) ____

Humanities, Fine Arts, or Foreign Language (2 credits required) _____

Electives (17 required) ____ ____ ____ ____ ____ ____ ____ ____
____ ____ ____ ____ ____ ____ ____ ____ ____

*In addition to meeting the graduation credit requirements, students must achieve a proficient score on the 10th grade Idaho Standards Achievement Test (ISAT) in reading, language arts, and math, or fulfill the requirements of the district's alternate assessment requirements.

Progress toward College

To enroll at BSU, ISU, Lewis-Clark State College, or the University of Idaho, students must graduate from an accredited high school, earning the following credits with at least a 2.0 gpa, and submit ACT, SAT, or other college entrance exam as determined by the institution.

- 8 English
- 6 Math
- 6 Natural Science
- 5 Social Science
- 3 Other College Prep
- 2 Humanities/Foreign Language

Please consult the college or university catalogue for other requirements based on your major field of interest. Colleges and institutions outside of the state of Idaho may have additional admission requirements.

Course Organizer
(Print and Post Near Your School Work Station)

Course Title						
Teacher Name						
Teacher Email and Phone Number						
Class Connect Day and Time						
Special Note about course						

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APPENDIX

16. Proposed School Calendar

2014-2015 IDCCRA School Calendar - DRAFT

13-22 Teachers work days
25 First Day of School

5 student school days

AUGUST 2014

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day—no school

21 student school days

20 High School Mid Term

23 student school days

OCTOBER 2014

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2014

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

26-28 Thanksgiving Break

17 student school days

18-19 HS Final Exams
19 Last Day Semester 1
22-31 Winter Break

15 student school days

DECEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2015

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 Winter Break (cont)
2 Teacher work day (no school)
5 Day 1 J-Term
19 MLK, Jr. Day (no school)
23 J-Term ends
26 Semester Two begins

19 student school days

16 President's Day holiday

19 student school days

FEBRUARY 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

26 High School Mid Term
30-31 Spring Break

20 student school days

1-3 Spring Break
Testing windows open
SAT for 11th Grade

19 student school days

APRIL 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2015

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 Memorial Day

20 student school days

1-2 HS Final Exams
2 Last day of School
3-9 Teacher work days

2 student school days

JUNE 2015

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October 10, 2013

School District/Charter: _____ **Bldg No.*** _____

2013-2014 SCHOOL CALENDAR
GRADES 9 - 12

*USE IF CALENDARS VARY AMONG BUILDINGS

CAUTION! Do not include grade 12 students on this calendar unless they have the EXACT same calendar as grades 9-11. (For many districts, the last day of school for seniors is several days prior to the official last day of school for the district.)

QUESTIONS? Call 332-6840 or see our calendar manual available online with the calendar forms at https://www.sde.idaho.gov/site/finance_tech/forms.htm.

2013

JULY

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2014

JANUARY

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

☒ **Holiday/Vacation Day** (Use this symbol to show all days not in session.)

☐ **First & Last Days of School**

◯ **Shortened Day**

△ **Staff Development**

Decimal Equivalent

1. Number of hours of instruction per **regular** day: **(REQUIRED: _____Hrs. _____Min.)**	0.000	Hrs.
2. Number of **regular** days of instruction planned:	0	
3. Total number of **regular** hours of instruction: **(Line 1 x Line 2)**	0.000	Hrs.
4. Number of hours of instruction for **shortened days**: **(Total from below)**	0.000	Hrs.
5. Total hours of **staff development**: **(Total from below) (Up to 22 hours)**	0.000	Hrs.
6. Total hours of instruction planned during 2013-2014: **(Lines 3 + 4 + 5)**	0.000	Hrs.
7. State **minimum** hours required for **Grades 9 - 12**:	**990**	Hrs.

Shortened Days/Staff Development

Date	Shortened Days Instructed Hours/Minutes	Shortened Days Instructed Decimal Equivalent	Staff Development Hours/Minutes	Staff Development Decimal Equivalent
Total		0.000 (Line 4 Above)		0.000 (Line 5 Above)

Name of Contact for Calendar _____ **Phone Number** _____

APPENDIX

17. Proposed Parent Survey

IDCCRA Parent/Stakeholder Survey Results (Fall/Spring 20??)

Question	Average of User Response
I feel my student is safe online at IDCCRA Virtual High School	0.00
How likely are you to recommend IDCCRA Virtual High School to friends and other students?	0.00
Courses, tests and grading that are customized to the way my student learns best	0.00
Courses content is based on my student's future interest and plans	0.00
I believe IDCCRA Virtual High School cares about my student and his or her success as a student	0.00
My student's teachers do a good job	0.00
What is your overall level of satisfaction with your student's IDCCRA Virtual High School Experience?	0.00
My student's teacher helps him/her to be a more successful student	0.00
My student's teachers respond to me in a timely manner	0.00
My student's teachers are accessible to me	0.00
My student's Academic Counselor gives him/her the support needed to be successful	0.00
My student's courses are appropriately challenging	0.00
I believe my student is successful at IDCCRA Virtual High School	0.00
My student's courses include content he/she will be able to use after finishing high school	0.00
The frequency of email and phone communications to me from IDCCRA Virtual High School is about right	0.00
My student's IDCCRA Virtual High School issued laptop computer meets his/her needs	0.00
My student's courses fit his or her individual learning style	0.00

IDCCRA Virtual High School helps prepare my student for what he/she wants to do after high school	0.00
The information that IDCCRA Virtual High School provides in emails and phone calls is helpful to me	0.00
A private, online social networking environment where my student can communicate with other students	0.00
Average	0.00

APPENDIX

18. Idaho Public School Enrollment

STATE OF IDAHO

PUBLIC SCHOOL MEMBERSHIP
2012-2013 SCHOOL YEAR
(as reported November 2, 2012)

DEPARTMENT OF EDUCATION

	Pre-K Hdcpd	Kinder-garten	1st	2nd	3rd	4th	5th	6th	Total Elem	7th	8th	9th	10th	11th	12th	Sec Ungr	Total Sec	Total ** Membership
TOTAL PUBLIC MEMBERSHIP **	3,006	22,537	22,664	22,632	22,379	21,983	22,101	22,419	156,715	22,124	21,823	22,147	21,063	21,031	19,338	0	127,526	287,247
IDAHO SCHOOL FOR THE DEAF AND THE BLIND	5	9	10	2	0	2	0	4	27	5	13	6	6	11	9	0	50	82
TOTAL PUBLIC MEMBERSHIP***	3,011	22,546	22,674	22,634	22,379	21,985	22,101	22,423	156,742	22,129	21,836	22,153	21,069	21,042	19,347	0	127,576	287,329

** Membership is defined as the net number of students enrolled (total enrollment minus total withdrawals).

***Charter schools enrollment is included in the districts totals

APPENDIX

19. Performance Evaluation Frameworks

Correlation between the **Danielson Framework for Teaching** and the **Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

Council of Chief State School Officers – ccsso.org

InTASC Standard	Danielson Framework Component(s)
#1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning
#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Planning and Preparation** 1b: Demonstrating Knowledge of Students
#3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3c: Engaging Students in Learning
#4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	**Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning

Correlation between the **Danielson Framework for Teaching** and the
Interstate Teacher Assessment and Support Consortium (InTASC) Standards
Council of Chief State School Officers – ccsso.org

InTASC Standard	Danielson Framework Component(s)
#5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Instruction** 3a: Communicating with Students 3c: Engaging Students in Learning 3f: Demonstrating Flexibility and Responsiveness
#6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Planning and Preparation** 1f: Designing Student Assessments **Instruction** 3d: Using Assessment in Instruction
#7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Planning and Preparation** 1b: Demonstrating knowledge of students 1e: Designing coherent instruction
#8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Instruction** 3b: Using Questioning and Discussion Techniques 3c: Engaging students in learning

Correlation between the **Danielson Framework for Teaching** and the
Interstate Teacher Assessment and Support Consortium (InTASC) Standards
Council of Chief State School Officers – ccsso.org

InTASC Standard	Danielson Framework Component(s)
#9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Professional Responsibilities** 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism
#10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Professional Responsibilities** 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism

Sample Teacher Self-Assessment Form

Name:			
School:		**District:**	
Grade Level(s):		**Subject(s):**	
Date Developed:			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Learning Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year's), including feedback from your prior evaluation. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

Self-Assessment– Professional Practice

Using the Charlotte Danielson's Framework for Teaching rubric, <u>for each domain</u> identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

	(EXAMPLE) Professional Practice Strength **Domain 3: Instruction**		**(EXAMPLE) Professional Practice Area of Development** **Domain 3: Instruction**
EXAMPLE – 3c	*EX: **On my previous evaluation, I earned a "Distinguished"** rating on this competency with my evaluator commenting that "Nearly every student in the classroom is engaged in their work but not all are working on the same thing. The level of student choice in your class is impressive - it is clear that they find meaning in their work".* *Also, in my end-of-year student surveys last year, 90% of my students reported that they felt connected to the topics in class and 87% reported that they felt they had choices in their learning activities. This is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.*	EXAMPLE – 3c	*EX: **On my previous evaluation, I earned a "Basic"** rating on this competency. My evaluator commented that "Many students are reading books that are either too difficult or not challenging enough. Several opportunities exist to connect students to the curriculum through available technology but are not being utilized."* *In addition to my evaluator's comments, I know that I can do a much better job of matching students to text using lexile ratings. Using our new SRI computer program, I can update student reading levels regularly and use them to better individualize reading materials.*

Adapted from Rhode Island 7/23/2012

Summary of *A Framework for Teaching*, Charlotte Danielson, 2011

Domain 1 — Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content and the Structure of the Discipline
- Knowledge of the Prerequisite Relationships
- Knowledge of content-Related Pedagogy

b. Demonstrating Knowledge of Students
- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

c. Selecting Instructional Outcomes
- Value, Sequence and Alignment
- Clarity
- Balance
- Suitability for Diverse Students

d. Demonstrating Knowledge of Resources
- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

e. Designing Coherent Instruction
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

f. Designing Student Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments
- Use for Planning

Domain 2 — The Classroom Environment

a. Creating an Environment of Respect and Rapport
- Teacher Interactions with Students Including Both Words and Actions
- Student Interactions with Other Students, Including Both Words and Actions

b. Establishing a Culture for Learning
- Importance of the Content and of Learning
- Expectations for Learning and Achievement
- Student Pride in Work

c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of materials and Supplies
- Performance of Non-Instructional Duties

d. Managing Student Behavior
- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

e. Organizing Physical Space
- Safety and Accessibility
- Arrangement of Furniture and Use of physical Resources

Domain 4 — Professional Responsibilities

a. Reflecting on Teaching
- Accuracy
- Use in Future Teaching

b. Maintaining Accurate Records
- Student completion of Assessments
- Student Progress in Learning
- Non-instructional Records

c. Communicating with Families
- Information about the Instructional Program
- Information about Individual Students
- Engagement of Families in the Instructional Program

d. Participating in a Professional Community
- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

e. Growing and Developing Professionally
- Enhancement of Content Knowledge and Pedagogical Skills
- Service to the Profession

f. Showing Professionalism
- Integrity and Ethical Conduct
- Service to Students
- Advocacy
- Decision Making
- Compliance with School and District Regulations

Domain 3 — Instruction

a. Communicating with Students
- Expectations for Learning
- Directions for Activities
- Explanations of Content
- Use of Oral and Written Language

b. Using Questioning and Discussion Techniques
- Quality of Questions/Prompts
- Discussion Techniques
- Student Participation

c. Engaging Students in Learning
- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

d. Using Assessment in Instruction
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress

e. Lesson Adjustment
- Response to Students
- Persistence

Adapted from Rhode Island 7/23/2012

Sample Teacher Self-Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Planning and Preparation		
Domain 2 Classroom Environment		
Domain 3 Instruction		
Domain 4 Professional Responsibilities		

Adapted from Rhode Island 7/23/2012

Sample Self-Assessment Narrative

Please respond to each of the following prompts below.

1. **Prioritize**. Review the three (or more) areas of development identified in your Self-Assessment and areas of strength. Reflect on your professional growth over the last year and prioritize these three to six areas of development that are most important for your professional growth and will yield the best outcomes for your students

1.
2.
3.
4.
5.
6.

2. **Summarize**. Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

1. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, change in curriculum, etc.)?

Adapted from Rhode Island 7/23/2012

October 10, 2013

Classroom Observation Record

IDCCRA Virtual High School

Teacher _____ Date _____

Time/Period _____ Subject/Class _____

State Standard/Learning Objective: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
2a: Respect and Rapport Teacher interaction with students. Student to student interaction **Student to student interaction was positive.** **Teacher to student interaction was positive.**	**3a: Communicating Clearly and Accurately** Directions and procedures. Oral and written language **Oral and written language was clear and concise** **Verbal language was good.** **Directions were clear** **Great use of visuals to reinforce the instruction**
2b: Culture for Learning Importance of content. Expectations for learning and achievement **Expectations were given at the beginning and were clearly communicated** **Teacher referred to the importance of content** **Positive reinforcement was used often**	**3b: Questioning and Discussion** Quality of questions. Discussion techniques. Student participation **Grammar** **Teacher said each phrase in French and then in English** **Verbs: Verbes** **Very little questioning was done** **Some informal assessment is done**
2c: Classroom Procedures Management of: Instructional groups. Transitions. Materials and supplies. Non-instructional duties. **Transitions are smooth between topic areas** **Whole group instruction**	**3c: Student Engagement** Representation of content. Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing. **Structure and pacing of the lesson was good.** **All instructional materials were prepared ahead of time.**
2d: Student Behavior Expectations. Monitoring of student behavior. Response to student behavior **Teacher monitored chat box and responded to student behavior.**	**3d: Feedback to Students** Quality: accurate, substantive, constructive, specific. Timeliness **Teacher monitored student questions in the chat box and gave specific and timely feedback to students** **Review of weekly assignments** **Gave specific examples to reinforcement lesson**
Additional Comments:	**3e: Flexibility and Responsiveness** Lesson adjustment. Response to students. Persistence **Teacher also gave feedback and used the tools that were given to her.**

Adapted from ETS/Pathwise: *Introduction to A Framework for Teaching*

IDCCRA Virtual Charter High School TEACHER EVALUATION FORM: SY 20??- 20??

Teacher : **School:** **Subject:** **Date:** **Evaluator:**

1. PLANNING AND PREPARATION **1a. Demonstrating Knowledge of Content and Pedagogy**			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher makes content errors or does not correct content errors students make ▪ Teacher displays little understanding of prerequisite knowledge ▪ Teacher displays little understanding of pedagogical issues	▪ Teacher displays basic content knowledge that is not connected with other parts of discipline(s) ▪ Teacher has some awareness of prerequisite learning (may be incomplete or inaccurate) ▪ Teacher displays basic pedagogical knowledge, but does not anticipate student misconceptions	▪ Teacher displays solid content knowledge, with connections between content and other discipline(s) ▪ Plans reflect an understanding of prerequisite relationships among topics and concepts ▪ A reflection of current best practices is evident, but teacher does not anticipate student misconceptions	▪ Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge ▪ Teacher builds on knowledge of prerequisite relationships ▪ Continual search for best practices is evident, and teacher anticipates student misconceptions
1b. Demonstrating Knowledge of Students			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher displays minimal knowledge of developmental characteristics of age group ▪ Teacher is unfamiliar with multiple approaches to student learning (learning styles, modalities, and different "intelligences") ▪ Teacher does not recognize or value students' skills, knowledge, interests, or cultural heritage	▪ Teachers displays general accurate knowledge of developmental characteristics ▪ Teacher displays general understanding of multiple approaches to student learning ▪ Teacher recognizes value of students' skills, knowledge, interests, or cultural heritage for the class as a whole	▪ Teacher displays thorough understanding of developmental characteristics, including exceptions ▪ Teacher displays solid understanding of different approaches to learning exhibited by each student ▪ Teacher displays knowledge of and values students' skills, knowledge, interests, or cultural heritage	▪ Teacher displays knowledge of developmental characteristics and the extent to which individual students follow patterns ▪ Knowledge of students' varied approaches to learning is reflected in instructional planning ▪ Teacher knows and values ALL students' skills, knowledge, interests, and cultural heritage
1c. Selecting Instructional Goals			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Goals are not valuable, represent low expectations, and do not reflect important learning ▪ Goals are unclear and do not permit viable methods of assessment ▪ Goals are not suitable for the class and are reflective of only one style of learning/discipline	▪ Goals are moderately valuable in expectations or conceptual understanding for students and learning ▪ Goals are moderately clear or are a combination of goals and activities. Some goals are assessed through viable methods ▪ Most goals are suitable for most students and reflect several types of learning, but no effort at integration	▪ Goals are valuable in their level of expectations, conceptual understanding, and importance of learning ▪ Most goals are clear and permit viable methods of assessment ▪ All goals are suitable for most students and reflect different types of learning and opportunities to integrate	▪ Goals are clear, valuable, and relate to curriculum standards ▪ All goals are clear and permit viable methods of assessment ▪ Goals are reflective of various types of learning needs of individuals or groups and reflect student initiative in establishing important learning
1d. Demonstrating Knowledge of Resources			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher has no awareness of available resources within the school/district for teachers and/or students	▪ Teacher has limited awareness of available resources within the school/district for teachers and/or students	▪ Teacher has full awareness of available resources within the school/district for teachers and/or students	▪ The teacher seeks resources for students and to enhance instruction (such as community resources), in addition to school/district resources
1e. Designing Coherent Instruction			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Learning activities are not suitable or correlated to ongoing learning, nor are they reflective of recent professional research ▪ Resources/materials do not support instructional goals or engage students in meaningful learning ▪ There is no variance in instructional groups and no correlation to instructional goals ▪ The unit or lesson has no clear structure, and time allocations are unrealistic	▪ Some learning activities are suitable, with some correlation to ongoing learning and some reflection of professional research ▪ Some resources/materials support instructional goals and engage students in meaningful learning ▪ The instructional group's suitability to instructional goals is inconsistent, and goals have minimal variety ▪ Some structure to the lesson or unit is evident, but not consistent, and most time allocations are reasonable	▪ Most learning activities are suitable, with consistent correlation to ongoing learning, and reflect recent professional research ▪ All resources/materials support instructional goals and engage most students in meaningful learning ▪ Instructional groups are varied, as appropriate to different instructional goals ▪ The lesson or unit has clear structure, and time allocations are reasonable	▪ Learning activities are highly relevant to students and instructional goals and reflect recent research ▪ All resources/materials support instructional goals, meaningfully engage students, and show evidence of student participation in selection and adaptation ▪ Instructional groups are varied appropriately, and students exercise choice in selection of groups ▪ The lesson's/unit's structure is clear, and time allocations are flexible to meet individual needs
1f. Assessing Student Learning			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Content and methods of assessment lack congruence with instructional goals ▪ Criteria and standards of assessment are unclear ▪ Correlation between assessment results and planning is minimal	▪ There is some congruence of assessment with instructional goals ▪ Goals and assessments are unclear and/or are not clearly communicated to students ▪ Assessment results are used to plan for the class as a whole	▪ All goals are assessed, but the approach is more suitable to some than others ▪ Assessment criteria and standards are clear and are clearly communicated to students ▪ There is correlation between assessments and planning for individuals and groups	▪ Assessment is congruent with instructional goals (both content and process) ▪ Clear criteria/standards are clearly communicated to students, with evidence of students' contribution ▪ Students are aware of how they are meeting standards and participate in planning the next steps

* One or more marks in the *Unsatisfactory* column may lead to probation or an improvement plan.
Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

2. THE CLASSROOM ENVIRONMENT 2a. Creating an Environment of Respect and Rapport			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate. Students exhibit disrespect for the teacher ▪ Student interactions demonstrate conflict, sarcasm, or put-downs	▪ Teacher-student interactions are generally appropriate, but may reflect inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher ▪ Students do not behave negatively toward one another	▪ Teacher-student interactions are friendly and demonstrate warmth, caring, and respect. Students exhibit respect for the teacher ▪ Student interactions are generally respectful	▪ Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for the role ▪ Students demonstrate genuine caring for one another, as individuals and as students
2b. Establishing a Culture for Learning			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher or students convey a negative attitude toward content, suggesting that content is not important ▪ Students demonstrate little or no pride in their work ▪ Classroom environment conveys only modest expectations for student achievement	▪ Teacher communicates importance of the work, but with minimal buy-in by the students ▪ Students invest little of their energy in the quality of the work ▪ Classroom environment conveys inconsistent expectations for student achievement	▪ Teacher conveys genuine enthusiasm for the subject, and students are consistently committed to its value ▪ Students accept teacher insistence on work of highest quality and demonstrate pride in that work ▪ Classroom environment conveys high expectations for student achievement	▪ Students demonstrate, through their active participation, curiosity, and attention to detail, that they value the content's importance ▪ Students take obvious pride in their work and initiate improvements in it ▪ Both students and the teacher establish a classroom of high expectations for the learning of all students
2c. Managing Classroom Procedures			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Groups of students not working with the teacher are not productively engaged in learning ▪ Classroom procedures, routines, and transitions are nonexistent or inefficient, resulting in the loss of much instructional time ▪ Paraprofessionals and volunteers have no clearly defined duties or have nothing to do	▪ Tasks for group work are partially organized, resulting in some off-task behavior ▪ Classroom procedures, routines, and transitions are fairly efficient, resulting in little loss of instructional time ▪ Paraprofessionals and volunteers are productively engaged some of the time, but require frequent supervision	▪ Tasks for group work are organized, and most students are engaged at all times ▪ Classroom procedures, routines, and transitions occur smoothly, resulting in little loss of instructional time ▪ Paraprofessionals and volunteers are productively and independently engaged during the entire class	▪ Groups working independently are productively engaged at all times, with students assuming responsibility for productivity ▪ Classroom procedures, routines, and transitions are seamless, with students assuming considerable responsibility for efficient operation ▪ Paraprofessionals and volunteers contribute substantially to the classroom environment
2d. Managing Student Behavior			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ No standards of conduct appear to have been established, or students are confused regarding expected behavior ▪ Student behavior is not monitored, and teacher is unaware of misbehavior ▪ Teacher does not respond to misbehavior, or the response is inconsistent, or teacher does not respect the student's dignity	▪ Standards of conduct appear to have been established, and most students seem to understand them ▪ Teacher is aware of student behavior, but may miss some misbehavior ▪ Teacher is inconsistent in response to misbehavior, or no serious disruptive behavior occurs	▪ Standards of conduct are clear to all students ▪ Teacher is alert to student behavior at all times ▪ Teacher's response to misbehavior is consistent and appropriate and respects the student's dignity, or student behavior is generally appropriate	▪ Standards of conduct are clear to all students and have been created with student input ▪ Teacher monitors behavior in a subtle way, while students respectfully monitor their peer's behavior ▪ Teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate

* One or more marks in the *Unsatisfactory* column may lead to probation or an improvement plan.
Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

3. INSTRUCTION 3a. Communicating Clearly and Accurately			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher's directions and procedures are confusing ▪ Teacher's spoken language is inaudible, or written language is illegible, and may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused	▪ Teacher's directions and procedures are clarified after initial confusion, or are excessively detailed ▪ Teacher's spoken language is audible, written language is legible, and both are used correctly. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds	▪ Teacher's directions and procedures are clear and contain an appropriate level of detail ▪ Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages or interests	▪ Teacher's directions and procedures are clear and anticipate possible student misunderstanding ▪ Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson
3b. Using Questioning and Discussion Techniques			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher's questions are of poor quality ▪ Teacher-student interaction is predominantly recitation style, with few students participating and the teacher mediating all questions and answers	▪ Teacher's questions are a combination of high and low quality, with few inviting a response ▪ Teacher makes some attempt to engage all students in a true discussion, with limited success	▪ Teacher's questions are mostly of high quality, and teacher gives adequate time to respond ▪ Classroom interaction engages all students in a true discussion, with teacher stepping to the side, when appropriate	▪ Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions ▪ Students assume considerable responsibility for the success of the discussion, initiating topics, making unsolicited contributions, and ensuring all voices are heard
3c. Engaging Students in Learning			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Representation of content is inappropriate and unclear or uses poor examples and analogies ▪ Activities and assignments are not age- and/or background- appropriate and do not mentally engage students ▪ Instructional groups are not appropriate to students or the instructional goals ▪ Instructional materials and resources are not suitable to meeting the instructional goals or do not engage students mentally ▪ The lesson has no clearly defined structure and/or the pacing is too slow or too rushed	▪ Representation of content is inconsistent in quality ▪ Some activities and/or assignments are appropriate to students and engage them mentally, but others do not ▪ Instructional groups are partially appropriate to students or only moderately successful in advancing the instructional goals ▪ Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate ▪ The lesson has a recognizable structure, although not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent	▪ Representation of content is appropriate and links well with students' knowledge and experience ▪ Most activities and assignments are appropriate to students and engage them cognitively ▪ Instructional groups are productive and appropriate to students and instructional goals ▪ Instructional materials and resources are suitable to the instructional goals and engage students mentally ▪ The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent	▪ Students contribute to representation of content, which is appropriate and links well with their knowledge and experience ▪ Students initiate or adapt activities and projects to enhance understanding, and are cognitively engaged ▪ Instructional groups are productive and appropriate to students and instructional goals. Students influence instructional groups to advance their learning ▪ Instructional materials and resources are suitable to instructional goals and fully engage students mentally. Student initiate choice, adaptation or creation of materials to enhance their own purposes ▪ The lesson's structure allows for reflection and closure. Pacing of the lesson is appropriate for all students
3d. Providing Feedback to Students			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Feedback is not provided, or it is of uniformly poor quality and is not provided in a timely manner	▪ Feedback is inconsistent in quality (some elements of high quality are present, other are not) and its timeliness is inconsistent	▪ Feedback is consistently high quality and is provided in a timely manner	▪ Feedback is consistently high quality and is consistently provided in a timely manner, with students making prompt use of it in their learning
3e. Demonstration Flexibility and Responsiveness			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson ▪ Teacher ignores or brushes aside students' questions ▪ Teacher either gives up or blames the student or the environment for student's difficulty learning	▪ Teacher attempts to adjust a lesson, with mixed results ▪ Teacher attempts to accommodate students' questions. The effects on the coherence of a lesson are uneven ▪ Teacher accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to use	▪ Teacher makes a minor adjustment to a lesson, and the lesson occurs smoothly ▪ Teacher successfully accommodates students' questions ▪ Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies	▪ Teacher successfully makes a major adjustment to a lesson ▪ Teacher seizes a major opportunity to enhance learning, building on a spontaneous event ▪ Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school

* One or more marks in the *Unsatisfactory* column may lead to probation or an improvement plan.
Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

4. PROFESSIONAL RESPONSIBILITIES 4a. Reflecting on Teaching			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson ▪ Teacher has no suggestions for how a lesson may be improved another time	▪ Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met ▪ Teacher makes general suggestions about how a lesson may be improved	▪ Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, and he/she can support the judgment ▪ Teacher makes a few specific suggestions that he/she may try another time	▪ Teacher makes a thorough and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples ▪ Teacher offers specific alternative actions, complete with probable successes of different approaches
4b. Maintaining Accurate Records			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is nonexistent or in disarray, resulting in errors and confusion	▪ Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is rudimentary and partially effective	▪ Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is fully effective	▪ Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is highly effective, with students participating in the maintenance and interpretation of records
4c. Communicating with Families			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher provides minimal information to families about the instructional program or individual students, or makes either no attempt or inappropriate attempts to engage families	▪ Teacher participates in the school's activities and follows the required procedures for communicating to parents, but makes modest and inconsistent efforts to engage families in the instructional program	▪ Teacher provides frequent information to parents about the instructional program and individual students' progress, and efforts to engage families are frequent and successful	▪ Teacher provides frequent information to parents about the instructional program and student progress, and efforts to engage families are frequent and successful. Students contribute ideas for family participation
4d. Contributing to the School and District			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher's relationships with colleagues are negative or self-serving ▪ Teacher avoids becoming involved in school events and/or school and district projects	▪ Teacher maintains cordial relationships with colleagues to fulfill duties required by the school or district ▪ Teacher participates in school events and/or school and district projects when specifically asked	▪ Support and cooperation characterize relationships with colleagues ▪ Teacher volunteers to participate in, and makes a substantial contribution to, school events and/or school and district projects	▪ Support and cooperation characterize relationships with colleagues, with the teacher taking initiative in assuming leadership among the faculty ▪ Teacher volunteers to participate in, makes a substantial contribution to, and assumes a leadership role in school and/or district projects
4e. Growing and Developing Professionally			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher engages in no professional development activities to enhance knowledge or skill ▪ Teacher makes no effort to share knowledge with others or contribute to the profession	▪ Teacher participates in professional activities to a limited extent when they are convenient ▪ Teacher finds limited ways to contribute to the profession	▪ Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, ▪ Teacher actively assists other educators	▪ Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom ▪ Teacher initiates activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations
4f. Showing Professionalism			
Unsatisfactory*	**Basic**	**Proficient**	**Distinguished**
▪ Teacher is not alert to students' needs ▪ Teacher contributes to school practices that result in some students being ill served by the school ▪ Teacher makes decisions based on self-serving interests	▪ Teacher's attempts to serve students are inconsistent ▪ Teacher does not knowingly contribute to some students being ill served by the school ▪ Teacher's decisions are based on limited, though genuinely professional, considerations	▪ Teacher is moderately active in serving students ▪ Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed ▪ Teacher maintains an open mind and participates in team or departmental decision making	▪ Teacher is highly proactive in serving students, seeking out resources when necessary ▪ Teacher makes a particular effort to advocate for all students, particularly those traditionally underserved ▪ Teacher takes a leadership role in team or department decision making, ensuring that decisions reflect the highest professional standards

* One or more marks in the *Unsatisfactory* column may lead to probation or an improvement plan.
Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

Evaluator's Signature _____ Date _____

I understand that I will receive one copy of this report, one copy will be filed in the supervisor's office, and one copy will be filed in the District Administration Office. Signing this report does not imply agreement, but does indicate that the information has been discussed.

HR Manager's Signature _____ Date _____

Employee's Signature _____Date _____

Employee Comments: (optional)

Sample Professional Learning Plan for Teacher

Please indicate with 'x' in box, if teacher is on a plan of improvement ☐ **Plan of Improvement**

Name:		**Position/Title:**		☐ New
Date Developed:		**District:**		☐ New
Date Revised:		**School(s):**		☐ New
Educator Signature	*X*	**Grade Level(s):**		☐ New
		Subject(s):		☐ New
Evaluator Signature	*X*			

Setting Goals with Primary Evaluator

The Primary Evaluator will assist the educator in setting specific and measurable Professional Learning Goals for the year. The Beginning-of-Year Conference in the beginning of the year is a time for the educator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the Teacher meet those goals. Although districts may offer professional development opportunities that overlap with the Teacher's Professional Learning Goals, each Teacher is personally responsible for improving their own practice and achieving their own goals.

When to Revise the Professional Learning Plan

The Mid-Year Conference provides a formal opportunity for the Teacher and evaluator to discuss the Professional Learning Plan. If a Professional Learning Goal has been met before the end of the first semester, the educator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. If, at the end of the year, a Professional Learning Goal is still in the process of being achieved, and the Teacher and evaluator feel as though it is important for the Teacher to continue working toward the goal, the Teacher can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).

Adapted from Rhode Island 8/2012

A Framework for Teaching, Charlotte Danielson, 2011

Domain 1 Planning and Preparation	Domain 2 The Classroom Environment
a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of the Prerequisite Relationships Knowledge of Content-Related Pedagogy **b. Demonstrating Knowledge of Students** Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs **c. Selecting Instructional Outcomes** Value, Sequence and Alignment Clarity Balance Suitability for Diverse Students **d. Demonstrating Knowledge of Resources** Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students **e. Designing Coherent Instruction** Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure **f. Designing Student Assessments** Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use for Planning	**a. Creating an Environment of Respect and Rapport** Teacher Interactions with Students Including Both Words and Actions Student Interactions with Other Students, Including Both Words and Actions **b. Establishing a Culture for Learning** Importance of the Content and of Learning Expectations for Learning and Achievement Student Pride in Work **c. Managing Classroom Procedures** Management of Instructional Groups Management of Transitions Management of materials and Supplies Performance of Non-Instructional Duties **d. Managing Student Behavior** Expectations Monitoring of Student Behavior Response to Student Misbehavior **e. Organizing Physical Space** Safety and Accessibility Arrangement of Furniture and Use of Physical Resources
Domain 4 **Professional Responsibilities**	**Domain 3** **Instruction**
a. Reflecting on Teaching Accuracy Use in Future Teaching **b. Maintaining Accurate Records** Student completion of Assessments Student Progress in Learning Non-instructional Records **c. Communicating with Families** Information about the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program **d. Participating in a Professional Community** Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects **e. Growing and Developing Professionally** Enhancement of Content Knowledge and Pedagogical Skills Service to the Profession **f. Showing Professionalism** Integrity and Ethical Conduct Service to Students Advocacy Decision Making Compliance with School and District Regulations	**a. Communicating with Students** Expectations for Learning Directions for Activities Explanations of Content Use of Oral and Written Language **b. Using Questioning and Discussion Techniques** Quality of Questions/Prompts Discussion Techniques Student Participation **c. Engaging Students in Learning** Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing **d. Using Assessment in Instruction** Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress **e. Lesson Adjustment** Response to Students Persistence

Adapted from Rhode Island 8/2012

Professional Learning Goals

Record three Professional Learning Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Learning Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status ☐ Achieved ☐ In Process ☐ Not Achieved
Example: ***Teacher Professional Practice 3d:*** *Using Assessment in Instruction, Monitoring of Student Learning*	*Example:* *In an effort to ensure all of my students make adequate yearly growth, I will create simple formative assessment strategies to include in my daily math lessons, especially those that are strongly connected to common core state standards.*	*In Process*

DRAFT

Professional Learning Goal #1:					
Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

DRAFT

Professional Learning Goal #2:					
Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

DRAFT

Professional Learning Goal #3:					
Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

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APPENDIX

20. Documentation for Application for Non-Profit Status

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**) **Idaho College and Career Readiness Academy, Inc.**	2 c/o Name (if applicable)
3 **Mailing address** (Number and street) (see instructions) Room/Suite **14602 Purple Sage Road**	4 Employer Identification Number (EIN) **46-2298596**
City or town, state or country, and ZIP + 4 **Caldwell, Idaho 83607**	5 Month the annual accounting period ends (01 - 12) **06**
6 Primary contact (officer, director, trustee, or **authorized representative**) a Name: **Kerry Wysocki, Board President**	b Phone: **208-888-5334** c Fax: (optional)

7	Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative.	☑ Yes	☐ No
8	Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.	☐ Yes	☑ No
9a	Organization's website: **none at this time, though should be developed in early 2014**		
b	Organization's email: (optional)		
10	Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.	☐ Yes	☑ No
11	Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) **03 / 18 / 2013**		
12	Were you formed under the laws of a **foreign country?** If "Yes," state the country.	☐ Yes	☑ No

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1	Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.	☑ Yes	☐ No
2	Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.	☐ Yes	☑ No
3	Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.	☐ Yes	☑ No
4a	Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.	☐ Yes	☑ No
b	Have you been funded? If "No," explain how you are formed without anything of value placed in trust.	☐ Yes	☑ No
5	Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.	☑ Yes	☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1	Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Page 1, Article V, ¶¶A, B & C	☑
2a	Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.	☑
2b	If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Page 3, Article IX	
2c	See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____	☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Kerry Wysocki	President/Treasurer	14602 Purple Sage Road Caldwell, Idaho 83607	None
Chris Wood	Vice-President/Secretary	5518 West Chandra Lane Boise, Idaho 83705	None
Larry Howerton	Director	2401 West Main Street Boise, Idaho 83702	None

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Not hired yet	**Administrator/Head of School**		**90,000**

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
K12 Virtual Schools LLC		**2300 Corporate Park Dr., Ste 200 Herndon, Virginia 20171**	**95,000**

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☑ No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☑ No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ Yes ☐ No

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ Yes ☐ No

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ Yes ☐ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	☑ Yes	☐ No
e	Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☑ Yes	☐ No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	☑ Yes	☐ No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.		
5a	Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	☑ Yes	☐ No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?		
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?		
	Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.		
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.	☐ Yes	☑ No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	☐ Yes	☑ No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	☐ Yes	☑ No
b	Describe any written or oral arrangements that you made or intend to make.		
c	Identify with whom you have or will have such arrangements.		
d	Explain how the terms are or will be negotiated at arm's length.		
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	☐ Yes	☑ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

b Describe any written or oral arrangements you made or intend to make.
c Identify with whom you have or will have such arrangements.
d Explain how the terms are or will be negotiated at arm's length.
e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.	☑ Yes	☐ No
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.	☐ Yes	☑ No
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.	☐ Yes	☑ No
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.	☑ Yes	☐ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

1	Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.	☐ Yes	☑ No
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.	☐ Yes	☑ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1	Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.	☐ Yes	☑ No
2a	Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	☐ Yes	☑ No
b	Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.	☐ Yes	☑ No
3a	Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.	☐ Yes	☑ No
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.	☐ Yes	☑ No
c	List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.		

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☑ Yes ☐ No

- ☑ mail solicitations
- ☑ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☐ phone solicitations
- ☑ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☑ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☑ Yes ☐ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☑ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☑ Yes ☐ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☑ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☑ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☑ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☑ No

Part VIII Your Specific Activities *(Continued)*

11	Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.	☐ Yes	☑ No
12a	Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.	☐ Yes	☑ No
b	Name the foreign countries and regions within the countries in which you operate.		
c	Describe your operations in each country and region in which you operate.		
d	Describe how your operations in each country and region further your exempt purposes.		
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.	☐ Yes	☑ No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purposes.		
c	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.	☐ Yes	☑ No
d	Identify each recipient organization and any **relationship** between you and the recipient organization.		
e	Describe the records you keep with respect to the grants, loans, or other distributions you make.		
f	Describe your selection process, including whether you do any of the following:		
	(i) Do you require an application form? If "Yes," attach a copy of the form.	☐ Yes	☑ No
	(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.	☐ Yes	☑ No
g	Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.		
14a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.	☐ Yes	☑ No
b	Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.		
c	Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.	☐ Yes	☑ No
d	Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.	☐ Yes	☑ No
e	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.	☐ Yes	☑ No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.	☐ Yes	☑ No

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☐ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year (a) From 2013 To 2014	3 prior tax years or 2 succeeding tax years (b) From 2014 To 2015	(c) From 2015 To 2016	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	10,000	1,150,000	975,000		2,125,010
	2 Membership fees received	0	0	0		0
	3 Gross investment income	0	0	0		0
	4 Net unrelated business income	0	0	0		0
	5 Taxes levied for your benefit	0	0	0		0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0	166,000	636,250		802,250
	8 Total of lines 1 through 7	10,000	1,316,000	1,611,250		2,937,250
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0		0
	10 Total of lines 8 and 9	10,000	1,316,000	1,611,250		2,937,250
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0
	12 **Unusual grants**	0	0	0		0
	13 Total Revenue Add lines 10 through 12	10,000	1,316,000	1,611,250		2,937,250
Expenses	14 Fundraising expenses	0	0	0		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	17 Compensation of officers, directors, and trustees	0	0	0		
	18 Other salaries and wages	0	406,000	500,000		
	19 Interest expense	0	0	0		
	20 Occupancy (rent, utilities, etc.)	1,000	60,000	60,000		
	21 Depreciation and depletion	0	0	0		
	22 Professional fees	5,000	5,000	6,250		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	2,850	845,000	1,045,000		
	24 Total Expenses Add lines 14 through 23	8,850	1,316,000	1,611,250		

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End: 2013

(Whole dollars)

	Assets		
1	Cash	1	10,000
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	10,000
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☑ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☑ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☑ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period,* provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)	(Type or print name of signer)	(Date)
	(Type or print title or authority of signer)	

For IRS Use Only

IRS Director, Exempt Organizations	(Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☑ **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ Yes	☑ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).		☐
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).		☑

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶

(Signature of Officer, Director, Trustee, or other authorized official)	(Type or print name of signer)	(Date)
	(Type or print title or authority of signer)	

Reminder: Send the completed Form 1023 Checklist with your filled-in-application. Form **1023** (Rev. 6-2006)

IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC. TIN # 46-2298596

PART I 7, 8 Was a person is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, pair, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? YES

Chris Yorgason
Yorgason Law Offices, pllc
6200 N. Meeker Place
Boise, Idaho 83713

Mr. Yorgason is paid an hourly rate of $150.00 to help Idaho College and Career Readiness Academy, Inc. in completing the 501(c)(3) application.

PART II 1. Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.

See Articles of Incorporation, attached hereto as Exhibit A.

5. Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.

See Bylaws, attached hereto as Exhibit B.

PART IV Using an attachment, describe your past, present and planned activities in a narrative.

The Idaho College and Career Readiness Academy (IDCCRA) is applying to be a public charter school, authorized by the Idaho Public Charter School Commission. The vision of IDCCRA is to inspire every student to succeed in their academic and occupational pursuits and to provide students the opportunity to obtain academic and career skills needed to be successful in post-secondary and career endeavors. High school students from all areas of Idaho may enroll into IDCCRA.

IDCCRA will be a quality virtual charter school that uses technology to connect high school students, parents, and teachers throughout the state of Idaho, in a 21st century learning community focused on results. The IDCCRA team of hard working, highly qualified staff, in partnership with parents, will strive for student mastery of a rigorous, research-based curriculum aligned to Idaho academic standards. Delivered on and offline, this unique program will put public school accountability, teacher competence, and meaningful parent/adult involvement at the center of student learning. IDCCRA will provide a high-quality, innovative, and effective individualized virtual charter school education to students who, for a variety of reasons, choose to be, or must be, educated in a virtual school setting.

IDCCRA will offer students a comprehensive high school program that will include occupational opportunities for students. Professional-Technical Education (PTE) course offerings will allow students to explore and focus on occupations of interest. These programs will have the capacity

to enrich a student's educational experience while maximizing their ability to be successful within the community and work force. Successful completion of these courses will:

- Provide students the foundation to be successful in pursuing post-secondary occupational certifications
- Provide the career and technical skills required to be marketable in Idaho business and industry.

To guide students towards academic success, IDCCRA will call for all students to attend an enrollment meeting that will include the creation of an Individualized Learning Plan (ILP). Through the ILP, students will create a path towards graduation and post secondary school or career options in conjunction with the counseling department.

Educational Program

In all program areas and at all levels, IDCCRA will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. IDCCRA will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish IDCCRA's goal for all students to meet, at a minimum, the standards established by the state.

IDCCRA's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and w ho possess the self-discipline needed to maximize the educational experiences of themselves and others.

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be evident.

Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team, and they will ensure that state standards are met. This will include special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It will also include special

learning opportunities for accelerated, learning disabled students, and students with other disabilities.

With that in mind, the curriculum choice is important. IDCCRA intends to offer students a comprehensive high school program that will include academic and occupational classes for students. It is important to the Board to ensure that its curriculum choice is capable of engaging students of all levels. With the complexity of providing courses in a virtual environment, IDCCRA made the decision to go with K12 Inc. as its curriculum provider.

K12 Inc is a leading provider of individualized education solutions for students, and provides a proven depth of understanding that will enhance the student experience. The curriculum can be readily adapted based on student need. The delivery system is able to monitor and report student performance allowing for identification of student's progress toward achieving learner goals and program area performance standards.

Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education. All teachers will be certified to teach their assigned courses pursuant to Idaho Code.

The teacher will work with the multiple learning styles of their student by using interactive and multi-media content. The teacher will utilize synchronous and asynchronous tools to interact with the students. Blackboard Connect, a fully-hosted and secure learning platform, will be used in the synchronous classroom environment. The teacher will deliver assignments, projects and assessments that are aligned with Idaho standards. If a student qualifies for special education services, the special education teacher will also be part of the process. Teachers will be able to provide lessons that are digitally recorded for students to refer back to. Teachers will use observational data, such as traditional grading mechanism and tracking data via email and logins. Assignments have the potential to be automatically graded and recorded, or teacher graded.

The use of data to evaluate student progress could prompt additional help that could include in-class remediation, tutoring, or evaluation for special education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests;
- Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual.
- Student's classroom performance.

Teachers will receive training on the learning management system and the curriculum prior to the beginning of school, and will receive in-service opportunities throughout the year. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this

indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

Parents will benefit by having the ability to login and follow the student's progress on grades, assignments, and upcoming tests, making them a vital part of the student's education.

Instruction Courses

All students will participate in a common core of instruction that will fulfill the goals and curriculum of the Idaho State Standards for English, math, science, and social studies:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;

2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;

3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and

4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Students will also be required to participate in occupational courses every year while enrolled at IDCCRA:

1. The freshman introduction course will expose students to major concepts encountered in occupational programs;

2. The sophomore foundations course will focus on developing knowledge of research and design, problem solving, and creating solutions to various challenges;

3. The junior focus course will allow students to focus their studies on a specific area of occupational interest;

4. The senior capstone course further develops the students exposure to their chosen area of occupational interest by providing the opportunity to create solutions to problems that they may encounter in industry.

Special Needs Students

IDCCRA welcomes the opportunity to serve students with disabilities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society. IDCCRA will not deny enrollment to a student with a disability solely because of that student's need for special or related services.

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate public education will be provided to students with disabilities in accordance with their Individualized Education Plans (IEPs).

IDCCRA will adopt and comply with the most up-to-date version of the "Idaho Special Education Manual." The "Idaho Special Education Manual" will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

IDCCRA will work to accommodate students with all disabilities who are using the K^{12} web-based courses in a distance learning setting. IDCCRA will offer necessary accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. Further, K^{12}'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Admission Procedures

IDCCRA will be open to all students. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, though the Board may choose to charge fees as allowed by state law.

The enrollment deadline from year to year could change based the start date of the annual school calendar adopted by the Board each year. Enrollment deadlines will be posted on the website and advertised during each enrollment period.

The request for admission and enrollment will be conducted online. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho may complete an application for enrollment. Requests for admission must be completed before the posted enrollment deadline. Otherwise, enrollment will be allowed for the following semester.

The enrollment area for the IDDCRA will be the statewide. Once a student is enrolled, the student will not be required to reapply each year thereafter.

There will not be an enrollment cap utilized at the IDCCRA. The educational delivery model is scalable. If a student completes enrollment prior to the posted enrollment deadline, the student will be allowed to attend school. Students located within the attendance area of the IDCCRA will have the option to enroll in the existing public schools or charter schools currently serving

their area. There will be no requirement for students to attend the Idaho College and Career Readiness Academy.

Business Plan

Business description

IDCCRA is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. 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 corresponding provision of any future United States Internal Revenue Law), 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 provision of any future United States Internal Revenue Law).

Marketing plan

The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below:

- IDCCRA representatives will meet with community leaders, including those in minority and low-income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held in communities throughout Idaho and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the IDCCRA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a call center to provide information to prospective applicants.
- IDCCRA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for IDCCRA will be available online as well as at IDCCRA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in IDCCRA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies

Management plan

IDCCRA and K12 intend to enter into an agreement for the provision of educational products and services. Before entering into this agreement, the Board determined that it provides for a well-developed and viable management structure. The Board will evaluate K12's performance annually. The Board will review monthly finance reports, monthly academic reports, evaluation

of the data on student withdrawals and year over year retention rate, and most importantly student academic achievement. The Head of School will be required to provide this information at each board meeting. Even though the Head of School is not employed directly by the Board, the two entities must work hand in hand in order for the school to be successful. Establishing a strong line of communication and partnership between the Board and K12 Inc., the Board and the Head of School, and among all parties and the sponsor authority will be vital to the success IDCCRA is able to provide for students.

School's financial plan

Budget

The budget for IDCCRA will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education. Budgets will be presented annually at a public hearing in June of each year. Board approve budgets will be delivered to the State Department of Education as required prior to the start of the school year. Copies of the budget will be provided to the authorizing body. The budget will be prepared, approved and filed as prescribed by the State Department of Education guidelines.

Fiscal oversight will remain the responsibility of the IDCCRA Board. Fiscal reports will be prepared and submitted to the Board monthly. The monthly reporting will ensure that we stay on track throughout the year. IDCCRA will have a fiscal audit conducted annually to ensure fiscal integrity.

Income Sources

Funding sources will include state allocation per pupil and an Albertson Foundation Charter Start Grant.

Purchasing Process

IDCCRA Business Manager will determine procedures for procuring goods and services, with approval of the Board of Directors.

Payroll Processing

Payroll will be fulfilled by the IDCCRA Business Manager, with approval of the Board of Directors.

Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles.

PART V 3a. For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing

their name, qualifications, average hours worked, and duties.

Kerry Wysocki – President/Treasurer

Mr. Wysocki is the general manager of Northwest Machining and Mfg., Inc., a precision machine shop that manufactures parts for the aerospace, nuclear and defense industries. In his role with IDCCRA, he will be serving as president and treasurer of the board of directors. He will be involved in all board duties, responsibilities and decisions. The time commitment will vary depending on the specific needs of the school.

Chris Wood – Vice-President/Secretary

Mr. Wood is currently working as a high school instructor at an Idaho virtual charter school, teaching English, journalism, web design, videography and technology. In his role with IDCCRA, he will be serving as vice-president and secretary of the board of directors. He will be involved in all board duties, responsibilities and decisions. The time commitment will vary depending on the specific needs of the school.

Orval Mauldin - Director

Mr. Mauldin is a former high school teacher and current high school golf school at a local charter school. In his role with IDCCRA, he will be serving as a member of the board of directors. He will be involved in all board duties, responsibilities and decisions. The time commitment will vary depending on the specific needs of the school.

K12 Virtual Schools LLC

K12 is a Delaware limited liability company that focuses on promoting and encouraging new methods of effective education and implementing innovative and effective instructional systems in elementary and secondary education. K12 will provide IDCCRA with a variety of educational products and services, including curriculum and administrative and technology services. K12 will be responsible for hiring the Head of School and other administrative staff. Because K12 will be involved in the curriculum and administration of the school, they (or their hired staff/employees) will be involved on a full-time basis.

5a. Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.

See *Bylaws*, Section 11.4, attached hereto as Exhibit B.

PART VI 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.

IDCCRA is a public charter school authorized under the laws of the State of Idaho. As such, IDCCRA will provide educational opportunities to individuals who enroll at the school.

3. Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or independent contractors?

IDCCRA is public charter school and enrollment is open to all public school students. Children of directors or children of other individuals with a family or business relationship with the school have an equal opportunity to attend IDCCRA as any other children within the state of Idaho.

PART VIII 4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct.

IDCCRA receives nearly all of its funding from the State of Idaho educational budget. IDCCRA may supplement its funding through mail solicitations, email solicitations, personal solicitations, foundation grant solicitations, phone solicitations, voluntary donations, government grant solicitations or even through the use of social media. At this time, IDCCRA does not have a formal fundraising process established.

5. Are you **affiliated** with a governmental unit? If "Yes," explain.

The Idaho College and Career Readiness Academy is a public charter school operating under the laws of the State of Idaho and authorized by the Idaho Public Charter School Commission.

7.b. Do or will persons other than your employees or volunteers manage your activities or facilities? Yes.

IDCCRA intends to contract with K12 Virtual Schools LLC, a Delaware limited liability company, to provide certain management services. Specifically, K12 will hire a Head of School or equivalent administrative staff position, to manage the school and ensure financial solvency. There are no business or family relationships between K12 and members of the board of directors. IDCCRA will be ultimately responsible for hiring the teachers and other student support staff (such as nurses and counselors) for the school.

PART IX Financial Data

IDCCRA is applying to be granted authorization by the Idaho Public Charter School Commission in the hopes of beginning to teaching classes in the late summer/early fall of 2014. Consequently, IDCCRA does not have any historical budget or financial data to provide.

Attached hereto as Exhibit C, IDCCRA has provided its start-up budget and budget assumptions, its 3-year operating budget form and its month-by-month projected cash flow for the first year of its operation, as submitted as part of its charter application.

SCHEDULE B

SECTION I 1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.

Idaho College and Career Readiness Academy will offer online, virtual professional-technical education for students in grades 9-12.

2a. Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.

Idaho College and Career Readiness Academy will be a public charter school.

8. Do you or will you manage your activities or facilities through your own employees or volunteers? No.

IDCCRA intends to contract with K12 Virtual Schools LLC, a Delaware limited liability company, to provide certain management services. Specifically, K12 will hire a Head of School or equivalent administrative staff position, to manage the school and ensure financial solvency. There are no business or family relationships between K12 and members of the board of directors. IDCCRA will be ultimately responsible for hiring the teachers and other student support staff (such as nurses and counselors) for the school.

SECTION II 1. Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws or by resolution of your governing body? Yes.

IDCCRA will be open to all students. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho. The Board may choose to charge fees as allowed by state law.

2. Do your brochures, application forms, advertisement, and catalogues dealing with student admissions, programs and scholarships contain a statement of your racially nondiscriminatory policy? No.

IDCCRA does not currently have any printed or online materials. IDCCRA commits that all future materials, including website content, will contain the required nondiscriminatory policy statement.

3. Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? No.

IDCCRA has not yet been approved by the Idaho Public Charter School Commission. Once IDCCRA has been approved and is permitted to operate as a school, it will publish the required notice in all relevant newspapers.

7. The incorporator is Kerry Wysocki. The board members are Kerry Wysocki, Chris Wood and Orval Mauldin. These individuals are also the founders of IDCCRA. There are currently no donors of land or buildings. None of these individuals have an objective to maintain segregated public or private school education.

APPENDIX

21. Board Training and Self Assessment

Board Training Mini Modules – Narrative description below taken from the Idaho School Board Website

Board Training Mini Modules are short PowerPoint presentations that your board can use to keep up-to-date on important board related topics. These modules can be used in many different ways to enhance your board learning and keep you focused on professional development. Most mini modules will take 10-30 minutes depending upon how you implement them. Below are several ways to integrate them for the benefit of your board.

1. Schedule 30 minutes of board training into your next agenda. As a board, go through the mini module together asking questions and reading the attached notes pages together. Discuss it as a board. Conducting training this way also allows your patrons to be educated as well. Including the presentation in the board packet ensures that each board member remembers to be prepared for the discussion.

2. Have each individual board member complete the module on their own. Go through the presentations individually and take notes on what you or your fellow board members may need to know or work on. Add Mini Modules Discussion to your board agenda and talk about it at the next board meeting. Have one board member lead the discussion and review the main points. Take 10-15 min to cover the topic.

3. Don't feel like your board will complete this or discuss it as a whole? Use the mini modules to keep abreast of important board topics on your own. In an open board meeting, report about your individual participation in the Mini Module. Discuss your learning and how you can use that information to better yourself and your board team in the future.

The Mini Modules:
Board Candidate Information and Resources
Common Core
Public School Finance Presentation by Tim Hill: PowerPoint & video
School Levies and Bonds
Superintendent Evaluations: PowerPoint & PDF
Board Member Responsibilities and Roles & Responsibilities

Trustee Board Member Responsibility

Idaho School Boards Association

The Idaho School Boards Association provides leadership and services to local boards for the benefit of students and the advocacy of public education.

Steps for this ten minute training

1. Each Trustee or Board member receives the Handout Roles and Responsibilities Combined" and is prepared to discuss the document.
2. View the PowerPoint.
3. Spend time discussing the questions as a Board/Superintendent Team.
4. Submit evidence of completion to the ISBA for completion certificate.

Questions to Consider

- In one word, can you describe or define the role of a board member?
- What does it mean to Govern?
- How do boards Govern?
- How can you apply this to your board?

Definitions of Governance

- The exercise of authority, direction and control of an organization in order to ensure that its purpose is achieved.

OR

- A process of providing strategic leadership by setting direction, making policy and strategy decisions, overseeing and monitoring organizational performance and ensuring overall accountability.

Taken from *Governing for Results* by Mel Gill (2005).

Just Remember…

- The boards job is to focus on the ends, while the superintendent focuses on the ways and means to attain the ends. In other words, the board oversees the education of students and is responsible for school district operations, but does not directly run the district's day-to-day operations.

How many board members does it take to screw in a light bulb?

None

- It's up to the board to say "let there be light".
- It's up to the Superintendent to decide if it will be incandescent, fluorescent, candle, solar, or neon.
- Then, it's up to the board to evaluate the quality of lighting.

Questions to Consider

- How do you describe or define the role of a Trustee Board Member? A Superintendent?
- Give an example of the Board Superintendent relationship in governing the School District.
- What does it mean to Govern?
- How do boards Govern?
- How can you apply this to your board?

Contact US!

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ROLES AND RELATIONSHIPS
OF
SCHOOL BOARDS AND SUPERINTENDENTS

"What is the role of the board and what is the role of the superintendent in the operation of the school district?" This is a question most often asked and misunderstood by board members and superintendents.

The age-old statement that the board sets policy and the superintendent administers that policy would seem to indicate a very distinct and clear dividing line between the respective roles of each. That decision, however, is not always so clear nor is it one upon which everyone involved agrees.

Board members are usually "doers"; they operate business, they run homes, they dig ditches, they buy supplies. "Doers" often find it hard to look at the big overall picture and make decisions which cause other people to "do" the job. Many times they are tempted to get in and "do" the job themselves. Conflict situations arise when the board and the superintendent have not defined their specific roles within the district.

Because the needs of a district vary; because leadership and management styles vary, there are no encompassing answers to "who has the authority for what." The real need in each district is for the board and superintendent to decide what each is to do and establish proper procedures which will lead to the performance of those duties.

Board members, as they make decisions and find themselves involved in the business of the district, should ask themselves: "Am I providing leadership to the superintendent and staff and establishing policy for the district or have I stepped into the role of administrator?"

Superintendents should ask themselves: "Am I providing leadership to the board , in pointing out areas where policy is needed, or am I usurping the board's responsibility by establishing policy? Worse yet, am I forcing the board to make administrative decisions because I don't want to take the responsibility?"

Keeping roles clear and communication open is the key to good board and superintendent relationships.

ROLES AND RESPONSIBILITIES

Roles/Responsibilities	School Board	Superintendent
1. General	Governs the District	Advises the Board – Manages the District
2. Policy	Adopts	Suggests and Implements
3. Meetings	In charge of	Serves as resource person
4. Budget/Finance/Audits	Adopts and monitors	Prepares, administers, monitors, details
5. Instruction/Curriculum	Establishes criteria, approves and monitors	Recommends, oversees staff's efforts
6. Personnel	Establishes criteria, approves or rejects	Interviews, recommends, hires, evaluates, promotes, trains
7. Community Relations	Creates a positive image for district	Creates a positive image for district, directs communications
8. Labor Relations	Provides guidelines, ratifies contracts	Monitors process within guidelines
9. Student Services	Adopts policies for care and control	Recommends, implements, directs
10. Facilities/Food Service/Transportation	Develops policy on use of	Implements policy, writes rules and regulations, makes recommendations

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

1 - GENERAL AREAS

SCHOOL BOARD

1. Establishes rules and policies for the governance of the school district.
2. Approves a planning process to include stockholders in developing a comprehensive plan for student achievement.
3. Invests the superintendent with those powers and duties that are in accord with board policy and state and federal laws.
4. Requires professional leadership from the superintendent.
5. Participates in educational conferences, workshops, training and professional organizations.

SUPERINTENDENT

1. As the chief executive officer of the Board the Superintendent is responsible for implementing Board policies and directives.
2. Recommends a comprehensive planning process for student achievement.
3. Coordinates the operation of the schools, supervision of the instructional programs and management of district personnel.
4. Provides educational leadership to the board, staff, students and community.
5. Identifies needs of the district and reports them to the Board.
6. Keeps the Board aware of statewide and national educational developments and changes.
7. Continually upgrades his/her professional knowledge and qualifications through membership and participation in professional associations, conferences and workshops.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

2 - POLICY

SCHOOL BOARD

1. Clarifies for the Superintendent the intent of the Board and actions necessary for implementation of board policy.
2. Reviews and evaluates board policies on an ongoing basis.

SUPERINTENDENT

1. Acts as advisor to the board in areas needing policy development or revision.
2. Drafts written policy and provides the board with necessary data and information for policy adoption.
3. Maintains a current, up-to-date manual of adopted policies.
4. Develops rules, regulations and procedures necessary to implement the board's policies.
5. Identifies policy areas which the board should revise, rewrite or repeal as needs of the district or laws and regulations change.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

3 - MEETINGS

SCHOOLBOARD

1. All duties imposed upon the Board are performed at a public board meeting.
2. The Board refrains from misuse of the executive session provisions as defined in the Public Meeting Law.
3. The Board establishes, through policy, the operational procedures for meetings.
4. The board chairman, in consultation with the superintendent, develops the meeting agenda.
5. The Board identifies, for the superintendent, the information needed for decision making.
6. Board members receive their agenda materials in adequate time for study before scheduled board meetings.

SUPERINTENDENT

1. Serves as an advisor to the board during regularly scheduled meetings.
2. Assures compliance with all legal requirements relative to the posting of notices and maintenance of meeting records.
3. Identifies areas of business which the board should address at meetings.
4. Prior to a meeting, provides board members with sufficient information for decision making.
5. Implements board decisions and instructions developed at meetings. 6. Assures that board meetings, including executive sessions, meet the requirement of the law.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

4 - BUDGET /FINANCE

SCHOOL BOARD

1. Establishes priorities for the financial management of the district.
2. Provides the superintendent with the board's priorities in the development of the budget.
3. Explores with the district auditor the internal controls of the district.

SUPERINTENDENT

1. Prepares a detailed budget based on the Board's priorities and parameters.
2. Presents a budget to the board and/or budget committee for consideration and approval.
3. Administers the budget assuring that the expenditures of district funds are within the legal requirements of the budget.
4. Acts as a resource to the board within the framework of the district audits.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

5 - INSTRUCTION

SCHOOL BOARD

1. Establishes educational philosophy, goals, and objectives for the instructional program of the district.
2. Adopts new and/or changes to standards and instructional programs as necessary or as recommended by the superintendent.
3. Regularly reviews student achievement data.
4. Reports to the community the status of education in the district.
5. Identifies and adopts graduation requirements.
6. Periodically requests reports from professional staff relative to assessments and instructional programs.

SUPERINTENDENT

1. Provides leadership to the board and staff in the continuous development, implementation, and evaluation of the instructional program.
2. Recommends appropriate graduation standards and methods to measure their attainment.
3. Assigns staff to instructional areas and informs the board.
4. Regularly schedules presentations and reports by staff on various segments of assessments and instructional programs as requested by the board.
5. Recommends and implements policy on selection of instructional materials and equipment.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

6 - PERSONNEL

SCHOOL BOARD

1. Employs certificated and classified staff members based on the recommendation of the superintendent.
2. Promotes good working relations with staff through the district's chain of command.
3. Adopts policy on evaluation of personnel.
4. Receives and acts on personnel recommendations from the superintendent.

SUPERINTENDENT

1. Recommends to the board the employment or dismissal of all certificated and classified staff.
2. Responsible for the supervision of all employees of the district.
3. Establishes job descriptions for all positions.
4. Serves as the board's liaison with staff.
5. Fosters good working relationships with staff members.
6. Develops a systematic plan for evaluating the performance of all district personnel.
7. Delegates authority to staff members, as appropriate.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

7 - COMMUNITY RELATIONS

SCHOOL BOARD

1. Represents public education serving as a liaison between the school district and the community.
2. Maintains an awareness of community values, concerns and interests.
3. Actively participates in programs that build good community relations.
4. Appoints advisory committees when necessary and outlines their responsibilities.
5. Determines the district's spokesperson(s) who will deal with the news media.
6. Channels complaints or grievances through the superintendent.

SUPERINTENDENT

1. Informs and interprets school programs and activities to the community.
2. Serves as the board's liaison with appointed advisory committees.
3. Establishes a working relationship with the news media.
4. Makes recommendations to the board for resolution of complaints that cannot be resolved at the administrative level.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

8 - LABOR RELATIONS

SCHOOL BOARD

1. Establishes guidelines and criteria for the salary discussion process for both certified and classified personnel.
2. Approves final salary schedule and/or salaries of employees.

SUPERINTENDENT

1. Provides factual data to board and/or salary committee.
2. Administers contracts or agreements as appropriate.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

9 - STUDENT SERVICES

SCHOOL BOARD

1. Adopts policies for provision of student services including admission, attendance, activities, rights and responsibilities, discipline and welfare.
2. Adopts policies necessary to assure appropriate safety and health needs of students.

SUPERINTENDENT

1. Recommends and implements policies and rules to maintain adequate services and control of students.
2. Develops and implements procedures to deal with health and safety emergencies.
3. Provides for the direction and supervision of student activities.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

ROLES AND RESPONSIBILITIES

The following Roles and Responsibilities are generally accepted to be the roles and responsibilities of SCHOOL BOARD MEMBERS and SUPERINTENDENTS in:

10 - FACILITIES, TRANSPORTATION and FOOD SERVICES

SCHOOL BOARD

1. Adopts policies governing use of public buildings, grounds and equipment.
2. Prioritizes construction and/or building renovation needs of the district.
3. Adopts policies to provide for student transportation needs.
4. Adopts policies to provide for food services.

SUPERINTENDENT

1. Provides for the upkeep of facilities and maintenance of equipment.
2. Prioritizes long-range plans for preventive maintenance of buildings, grounds and equipment.
3. Recommends and supervises the public use of buildings, facilities and equipment.
4. Supervises the transportation of the district, assigning staff as appropriate.
5. Supervises the food services program, assigning staff as appropriate.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

BOARD OF TRUSTEES SELF-ASSESSMENT

THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality of items discussed in executive session.			
4. Represents the interests of the entire district rather than a special interest group(s).			
5. Understands the need for compromise and is willing to support the majority decision.			
6. Encourages each other to work together as a team.			
7. Realizes that independent decisions or commitments on the board's behalf are improper.			
8. During meetings is polite, listens carefully and is respectful of each other, as well as school personnel.			
9. Comes to meetings prepared to focus on discussion issues and keeps comments relevant and brief.			
10. Does not use the office of Trustee for personal profit and/or advancement of patronage.			
11. Is concerned about achieving results rather than giving a good appearance.			
BOARD/SUPERINTENDENT RELATIONS	**Very Good**	**Satisfactory**	**Needs to Improve**
1. The board and superintendent work together in a spirit of mutual trust and respect.			
The board:			
A. Understands the distinction between the board's role and the function of the administration.			
B. Avoids interference with the superintendent's duties.			
C. Solicits input from the superintendent in the development of board policies.			
D. Gives direction to the superintendent rather than through individual staff members.			
2. The board and superintendent develop, in cooperation, long-and short-term goals, and a once or twice yearly process for evaluating the superintendent's progress and performance.			

3. A spirit of open discussion prevails so that board members do not feel alienated and are able to address potentially destructive issues.			
4. The board plans regular opportunities for open communication between the board and the superintendent.			
BOARD/STAFF RELATIONS	**Very Good**	**Satisfactory**	**Needs to Improve**
1. Appropriate personnel policies in the area of employment evaluation are reviewed and adopted by the board.			
2. The board encourages and offers opportunities for professional growth for all employees.			
3. Suggestions from staff for improvement of the school system are welcome.			
4. Staff accomplishments are recognized by the board.			
5. An appropriate study of staff attitudes are conducted on a regular basis.			
6. Board members avoid making excessive personal requests from staff.			
7. The board provides a safe and productive working environment.			
BOARD/COMMUNITY RELATIONS	**Very Good**	**Satisfactory**	**Needs to Improve**
1. The Board:			
A. Keeps the public informed through regular newsletters, reports, and contact with the media.			
B. Is aware of community attitudes and of special interest groups.			
C. Seeks community input prior to establishing district goals and objectives.			
D. Holds public hearings on important issues before taking final action.			
E. Encourages public attendance/input at board meetings and at school functions.			
F. Cooperates with parent or citizen groups.			
G. Allows adequate time for public participation at board meetings, but prevents a single individual or group from dominating discussion.			
H. Channels public complaints/concerns about the school district to the appropriate member of the staff.			
BOARD MEMBER ORIENTATION AND CONTINUING DEVELOPMENT	**Very Good**	**Satisfactory**	**Needs to Improve**
1. The district has a planned program to orient newly-elected board members:			
A. The nature of their duties and responsibilities.			

B. The nature of the duties and responsibilities of administrative personnel.			
C. The difference in responsibilities between the board and the administration.			
D. The educational relationship between the school district and the state: i.e. finances, transportation, etc.			
E. The roll of the teachers' union.			
F. The use of Parliamentary Procedure.			
2. The board keeps informed through:			
A. Professional publications and educational periodicals.			
B. Use of pertinent data, research and consulting services.			
C. Training opportunities such as conferences and workshops relevant to board responsibilities.			
D. Listening to educators, students, parents and community.			
PLANNING	**Very Good**	**Satisfactory**	**Needs to Improve**
1. Demographic information is current and provided to the board.			
2. The board:			
A. Establishes its own goals and objectives through a yearly review and evaluation process.			
B. Provides for a continuous process of strategic planning which focuses on student achievement and citizenship.			
C. Develops long- and short-term goals and objectives for the school district jointly with the superintendent and administrative team.			
D. Requires the superintendent to discuss progress on goals and objectives at designated intervals during the year.			
POLICY	**Very Good**	**Satisfactory**	**Needs to Improve**
1. The board:			
A. Maintains well-defined policies consistent with strategic goals of the district.			
B. Periodically reviews and updates policies according to an existing plan or system.			
C. Involves administrators, teachers, staff, students, parents and community members in the development or review of policy.			
D. Ensures that policies are current with mandates by governmental agencies and courts.			
E. Makes policy manuals available for district employees, students and the public.			

BUDGET/FINANCE	Very Good	Satisfactory	Needs to Improve
1. The annual budget:			
A. Reflects the strategic plan and supports the district's goals and objective for student achievement and citizenship.			
B. Demonstrates the results of an evaluation of existing programs.			
C. Considers both short and long range funding sources and expenditures.			
2. The board encourages input from staff, parents, students and community members throughout the budgeting process.			
3. Quarterly reports, depicting the district's financial status, including bills paid and other expenditures are presented in written form, clearly and concisely.			
4. Financial reports present clear and understandable data to the public.			
INSTRUCTIONAL PROGRAM	**Very Good**	**Satisfactory**	**Needs to Improve**
1. The board formulates educational goals based on the needs and values of the community.			
2. The board provides a quality educational program imposing high individual academic standards for each student.			
3. The board provides alternative instructional programs for the non-traditional student.			
4. The board provides appropriate courses-information for post high school careers/education.			
5. The board understands and follows the basic instructional program mandated by the legislature and the State Board of Education.			
6. The board reaches decisions affecting school programs on the basis of study of all available data and the superintendent's recommendations.			
7. Programs are evaluated on a timely basis and reported to the board.			
8. Student academic performance in the district, state and nation is presented regularly to the board.			
9. The board recognizes student accomplishments.			
10. The board promotes a positive, consistent approach to student discipline.			

SUBJECT

Heritage Community Charter School Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B
I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with Heritage Community Charter School (HCCS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and HCCS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the HCCS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the Heritage Community Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Heritage Community Charter School, Inc. (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on September 23, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2011. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 10, 2013 and shall continue through June 30, 2018, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

B. **Grades Served.** The School may serve students in Kindergarten through grade 8..

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program: K-5 Dual Language Spanish Immersion

Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework and offering Latin and Logic in the middle school grades. HCCS will also continue a strong character education program.

D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. **School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. **Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to

renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. Required Reports. The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 540 students. The maximum number of students who may be enrolled per class / grade level shall be as follows: 60 students per grade / 30 students per class in kindergarten through fifth grade; 60 students per grade in sixth through eighth grade.

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or

need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 1803 East Ustick Road, Caldwell, ID 83605. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

A. **Attendance Area.** The School's primary attendance area is as follows: The boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. Additional detail is included in Appendix J.

E. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

F. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 10, 2013.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Heritage Community Charter School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
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Appendix I: Public Charter School Closure Protocol
Appendix J: Primary Attendance Area Detail

Appendix A: Conditions of Authorization / Renewal

Heritage Community Charter School
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Heritage Community Charter School, Inc.

HERITAGE COMMUNITY CHARTER SCHOOL

Board Chairman:
Lon C. McRae
LMcRae@heritagecommunitycharter.com
1305 So. Kimball Ave.
Caldwell, Idaho 83605

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TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES AND MISSION STATEMENT

See Appendices for Articles of Incorporation, Bylaws and Signatures of Qualified Electors

HCCS Vision and Mission Statements

Vision:

To create:

- **H**igh Academic Achievement
- **C**ontinuous Love of Learning
- **C**ommunication that is Effective and a
- **S**afe and Respectful Environment

Mission:

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

Philosophy:

Heritage Community Charter School's philosophy lies with the strong belief that all children can learn. It is our goal to prepare each student with personal tools that will assist them in life's choices. We do so by addressing the needs of the Whole Child – Body, Mind, and Spirit:

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

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

Mind: We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

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

Staff members will develop a specific character education plan and calendar of activities and events each year that will help students and the HCCS community understand and implement the character traits identified. The HCCS administrator will present the plan and calendar to the board of directors for approval by July 1st of each year.

The goal of HCCS is also for students to leave our school bilingual and bi-literate in Spanish and English. We believe we cannot accomplish this by providing Spanish as a foreign language class. Our students will need to use the language to learn something every day in order to become proficient. Our plan is to provide immersion experiences for our students.

Our teachers will use research based strategies when teaching the core subjects. But they will also use those same strategies, along with research based strategies for second language learners, to teach some of the core concepts in Spanish. For example, elementary students will have a language arts block during the morning. And in the afternoon, during "Spanish class", they will have 45 minutes to learn an additional language arts lesson. But this lesson will be taught in Spanish using curriculum materials written in Spanish. Although teachers will be using similar strategies in both sessions, the experience for the student will be very different.

Heritage Community Charter School seeks to replicate the successful curriculum model of instruction and school culture implemented by Xavier Charter School in Twin Falls. The HCCS founders believe that the educational model utilized by Xavier has a proven record of success and the establishment of a charter school, in Canyon County, that seeks to develop students who are proficient in English and Spanish as well as meet high academic standards will provide an additional choice to families in Caldwell to meet the needs of their children and assist the traditional school district in successfully preparing students to contribute to our community in meaningful ways. The Heritage Community Charter School educational program will be exemplified by:

- the consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.

- the consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

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

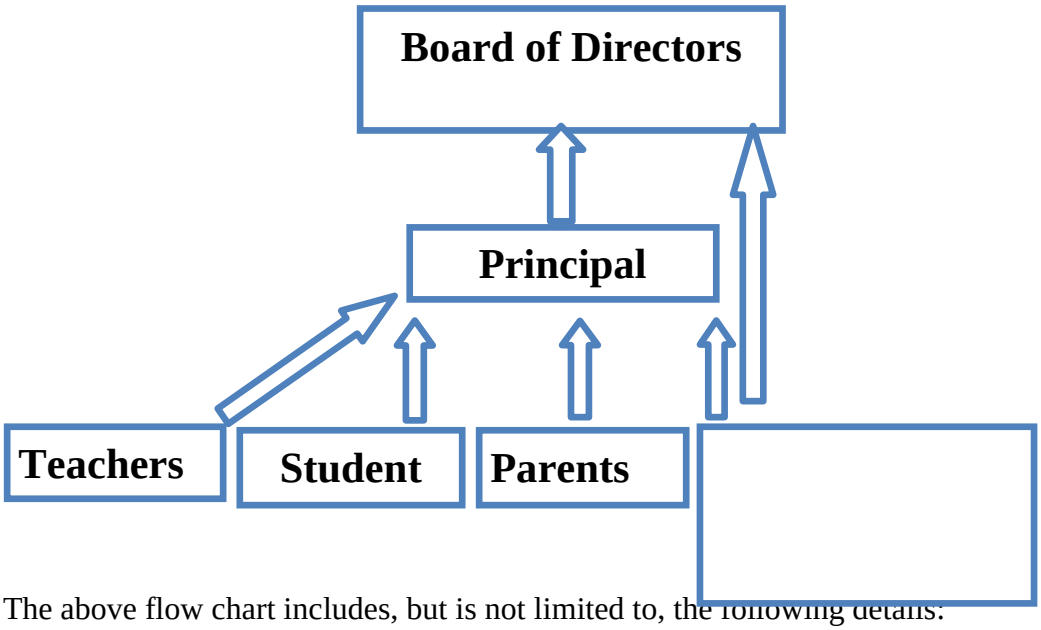
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model the Socratic method by continually probing into the subject with questions directed at the student.

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

TAB 2: PROPOSED OPERATIONS

Proposed Operations

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



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

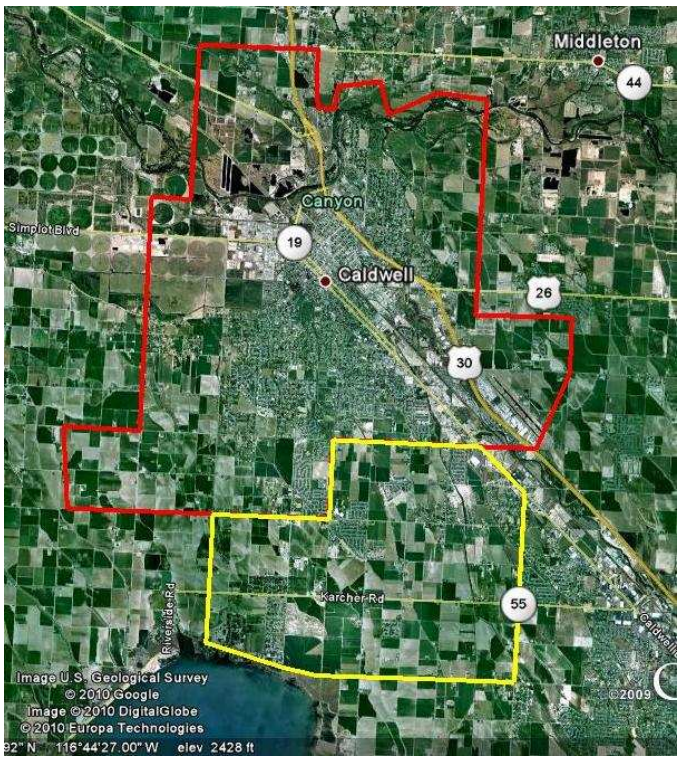
- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PTSO (Parent Teacher Student Organization) of Heritage Community Charter School may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.

- The Principal supervises, directly or indirectly, all employees of the charter school.

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services.

Target Student Population/Primary Attendance Area

The Primary Attendance Area of Heritage Community Charter School will include the following: the boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. *See* image to the side.



Note: The "red" border indicates the boundary for Caldwell School District (boundary to the north). The "yellow" border (boundary to the south) indicates the additional area that combines with the district boundaries to constitute the Primary Area of Attendance.

Potential Effects on the District

Heritage Community Charter School will be located within the Caldwell School District Boundaries and anticipates serving students from Caldwell, Vallivue, Nampa, Marsing and other small school districts within Canyon County.

Heritage Community Charter School plans to open in the fall of 2011 with two classes of 30 students each in grades K-6 (60 students per grade); one class of 30 students in grade 7; one class of 30 students in grade 8 and a total of 40 students in grades 9-12.

HCCS plans to expand grades 7 and 8 in the 2012-2013 school year to 60 students per grade. Maximum enrollment in HCCS will be 540 students. While the founders of

HCCS are sensitive to the struggles of public charter schools expanding into secondary education, the founders believe that offering a pilot secondary program beginning in the initial year of operation will give HCCS an opportunity to collect data and make adjustments that will allow the secondary program to be fully implemented and successfully functioning by the time the secondary program is full (the 2017-2018 school year). In addition, the founders of HCCS will be able to offer a unique secondary program designed to provide instruction in the core content areas utilizing the HCCS educational model. Planned expansion for grades 9-12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, students' pre-registration and upon the approval from the Heritage Community Charter School Board of Directors**.**

The loss of ADA income (in local districts) due to HCCS's enrollment will be offset by the increase in projected population for Canyon County. In addition, HCCS expects to attract students currently enrolled in virtual charter schools and students currently participating in home schooling and will therefore minimally impact the Caldwell School District financially.

Although we recognize the strength of the local school district, there is a dual benefit a new public charter school will bring to our community. First, it will allow parents to choose a specific focus that meets the learning style and needs of their child. Second, parents make a conscious decision on where to have their child educated creating greater community buy-in to the educational process. This gain of choice not only benefits those attending public charter schools but also those attending traditional public schools. HCCS is proud to offer another choice of quality learning in a thriving, progressive School District. We are committed to remain a good neighbor in the educational community.

Facilities

We recognize the difficulties and resources needed to secure adequate facilities for public charter schools. With that in mind, we have selected several proposed locations for HCCS's future school facility. Upon approval, HCCS will develop a formal facility plan that takes into consideration our expected enrollment, staff size, revenues, and growth. Adoption of this facility plan will allow the Board of Directors to assess facility needs, evaluate and select a site, and explore our financing options.

Notwithstanding the likelihood of a modular campus in our early years, it will be the ultimate goal to provide a permanent structure that will meet the needs of the school's academic program. Due to the difficulties associated with financing in the current market, HCCS plans to utilize modular classrooms to meet its facility needs in the first few years of operation.

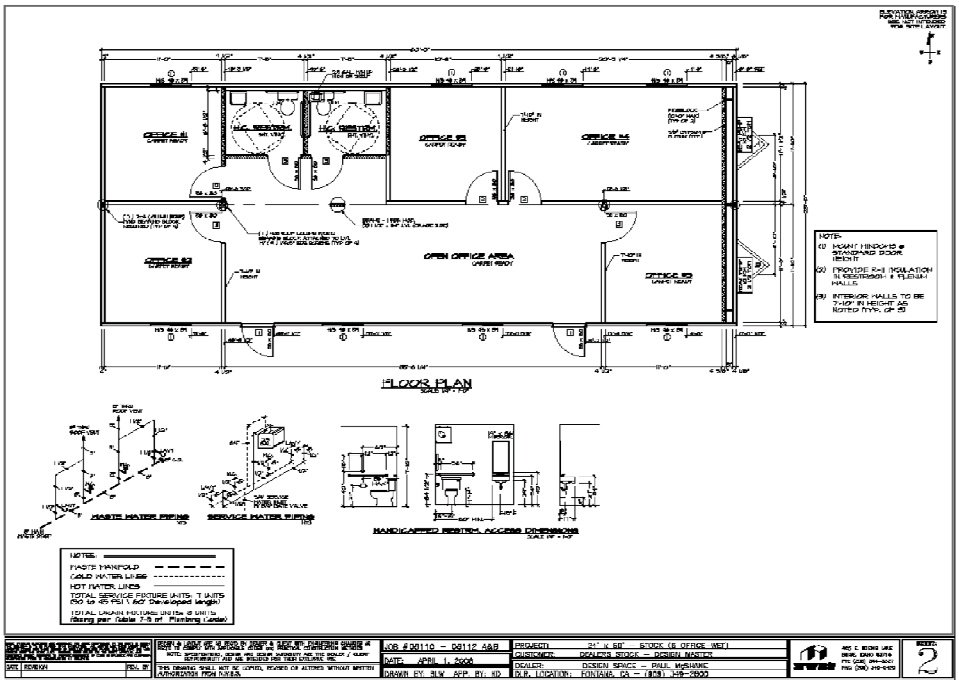
In an effort to select a site that will meet current and future needs, locations will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, code requirements, access to major utilities, topography, affordability, etc.

Regardless of the location or type of facility, Heritage Community Charter School will acknowledge and certify that the facilities used will meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board secures on behalf of the school will meet the legal requirements described above. For potential sites, *see* Appendix E.

At this point, we have discussed our facility needs and received a commitment from a group of investors that are experienced in charter school facilities and are willing to assist us identify, secure, and develop a site that will accommodate our building needs (*See* Appendix L).

As part of our facility due diligence, we have also researched the specific zoning requirements applicable to any of the listed choices. In Caldwell, the municipal code provides that a charter school and all accessory buildings are considered a permitted use in any residential zoning district so long as certain requirements are met – examples include limitations on proximity to fire stations, industrial zones, airport overlay, etc. In the event our chosen site does not comply with the code restrictions, HCCS will go through the process of obtaining a special use permit with the city. While a special use permit would require additional time, it does provide HCCS with significant freedom if the most desirable location does not fit the parameters established for a permitted use.

The ultimate goal of Heritage Community Charter School will be to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. Due to the difficulties associated with financing in the current market, HCCS will likely utilize modular classrooms to meet its facility needs in the first few years of operation. We have spoken with several temporary classroom companies and have identified our needs and broken out our anticipated costs for the first several years of operation. For our first year, at a minimum we will seek modular units that contain restroom facilities, accommodate at least two classrooms, and have all the requisite permitting and licensing for the State of Idaho – a sample classroom floor plan is included above. We are aware of other units that accommodate more classrooms and can be more cost efficient, but their availability is limited. Therefore, for planning purposes, we will utilize a standard 28x64 two-classroom unit. In addition to the classroom space, we have included in our budget an administrative modular unit. This trailer will be used to house student records and will include a teacher break room, principal's office, secretary's office, etc. An example is provided below:



While the amount we have budgeted for our facility costs can be found in Appendix J, the following table provides a more detailed breakdown of HCCS's yearly expenses as it relates to the transportation, set up, development, and lease of its facilities in years one through three:

	July	Aug	Aug	Aug	Aug	Monthly Lease
	Delivery	Skirting	HC Install & Ramps	Block&Level	Anchors & Ramps	Lease
28x64 (2 Classrooms)	$ 1.125	$ 1.525	$ 2.175	$ 2.645	$ 650	$ 1.395
Year one costs per building			$ 23.465			
Year 2 costs per building			$ 16.740			
Land Lease/Year			$ 70,000			
Best Case	**Buildings**	**Costs**				
Year 1	11	$ 319.365				
Year 2	11	$ 254.140				
Year 3	11	$ 254.140				
Worst Case	**Buildings**	**Costs**				
Year 1	9	$ 272.435				
Year 2	10	$ 244.125				
Year 3	11	$ 260.865				

Please take note: under both the best and worst case scenarios, the year one "costs" reflect 10.5 months of rent (beginning mid-August). Also note, the mobile administrative office building shown above is approximately $400 less per month in rent; however, the difference was not included in an effort to provide flexibility in the event unforeseen costs arise.

As of the date of this submission, the HCCS board is waiting for additional documentation regarding its ability to secure land for its modular campus.

Administrative Services

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

Potential Civil Liability & Insurance Commitment

The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

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

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period. Heritage Community Charter School shall operate its business in conformance with all local, state and federal environmental laws.

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

TAB 3: EDUCATIONAL PROGRAMS

Educational Goals

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

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

Educational Thoroughness Standards

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

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

Objectives: Heritage Community Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
- Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allow~~s~~ students to choose the right course of action.
- Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities..
- Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies.)
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
- Students will be required to wear a school uniform to help create an environment that is conducive to learning.

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

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

Objectives: Heritage Community Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

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

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

- Have teachers model desired behaviors and attitudes such as those set forth in the following Virtues (from The Book of Virtues by William J. Bennett), and Eight Expectations for Living:

Virtues –

Responsibility	Friendship	Compassion
Courage	Self-Discipline	Loyalty
Work	Perseverance	Honesty

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdown.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.

8. We will practice virtuous living, using the Life Principles.

- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
- Display every student's work in some positive form with teachers providing positive commentary through oral and/or written feedback.
- Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

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

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

Objectives: Heritage Community Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression

Elementary (Grades K-5):

The conviction that learning more than one language is important for every child guides HCC's commitment to a dual-language program. Language is not only a means to communicate and an instrument for thinking; it is also an important tool for understanding and appreciating the thoughts of others in our increasingly multicultural world. Knowing two languages is a marketable skill, thus expanding the individual child's later opportunities for constructive engagement with society.

There are cognitive benefits as well. According to Michael Rosanova, Ph.D., a professor of education at Chicago State University, a Montessori-certified teacher, and an expert in bilingual education, "Long term, children who have gone through an early childhood dual-language immersion experience show greater cognitive flexibility, greater facility in concept formation, greater creativity and problem-solving skills in verbal and math problems, and, obviously, a greater facility of vocabulary.

"Learning a language, however, occurs most effectively and efficiently at a very early age – young children are highly receptive to language acquisition, and second language learning comes most easily early on in a child's life."

Elementary students at HCCS will be at the perfect age for dual-language learning.

- **Secondary** (Grades 6-12):
  The philosophy and purpose are the same for the secondary program with a greater emphasis on college preparation. Students who have completed five or more years of elementary instruction at HCCS should be able to demonstrate bi-literate proficiency. Core classes will be taught in English in the secondary program. Spanish instruction, however, may continue through elective classes if the board of directors determines the need for additional Spanish instruction. Students in grades 6-12 will receive instruction in Latin which will prepare them for post-secondary study and enhance their overall understanding of languages.

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

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

Objectives: Heritage Community Charter School will:

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

Curriculum Emphasis - Special Emphasis:

- **Elementary (K-5):** HCCS will offer a Spanish language program to enable students to become bilingual and bi-literate. The curriculum will incorporate theoretical foundations of bilingual education and second-language acquisition to implement effective program model. The goal of HCCS is for students to leave our school bilingual and bi-literate in both Spanish and English. The process for achieving that goal, however, will require that the school develop the capacity to

provide Spanish instruction in phases. Full implementation will be achieved by the end of year 4 of operation.

- For draft implementation model, please see appendix I
- Oral language development will be the focus of the Spanish program in kindergarten, 1st and 2nd grades. Reading and writing in Spanish will be added in 3rd grade. Spanish as a Second Language (SSL) strategies will be used for those students who transfer to our school and are behind in their Spanish language development.
- **Secondary (6-12)**: Students will receive instruction in core subjects in English. The founders believe that all students can learn and can achieve high standards. The school is committed to providing the support necessary for diverse learners to participate in the HCCS educational program. While our program focuses on a rigorous curriculum, HCCS will modify, adapt and design instruction to meet the needs of individual students when appropriate.
- HCCS will develop a rigorous secondary program designed to prepare students for success in post-secondary education and the workforce. The founders of HCCS believe that by beginning operations with a small, pilot secondary program of 100 students and expanding as each year's 5th graders move into secondary school, the school will be able to collect data and modify the program in order to effectively meet the needs of students and achieve the vision of HCCS. A draft secondary school program model is included in Appendix I.
- Secondary students (grades 6-12) will engage in a challenging course of study that includes courses in all core content areas. By full implementation, HCCS expects students to complete six years of instruction in math beginning with pre-algebra in 7th grade; six years of instruction in laboratory science; six years of instruction in English/language arts and six years of instruction in social studies. In addition, students will complete requirements in humanities, health, speech, physical education and elective courses. HCCS will offer students the opportunity to take Latin in grades 6 through 12 and advanced Spanish classes including dual credit and/or AP Spanish.
- It is the goal of the HCCS founders to develop a robust dual credit program for secondary students that will allow students to finish a substantial number of college credits prior to high school graduation.

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

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

Objectives: Heritage Community Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.

- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

Standard 7. The students are introduced to current technology.

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

Objectives: Heritage Community Charter School will:

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

Standard 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

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

Objectives: Heritage Community Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principals and the Eight Expectations for Living.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

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

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

Definition of "Educated Person"

The "Educated Person" in the 21st Century will need to be a true learner of the world. The person must have the skill to learn, evaluate information and respond appropriately to challenges. In addition, the worker of tomorrow will need to possess life skills to allow him or her to become a successful member of the community. Communication is an essential part of an educated person's life and the educated person strives to communicate with others effectively. To ensure the learning process, HCCS will concentrate on three areas: curriculum, climate and instruction.

How Learning Best Occurs

The founders of Heritage Community Charter School believe that learning best occurs in an environment that challenges students academically and encourages them to excel. HCCS believes that students will learn when provided with a strong foundation in the core content areas, language development opportunities and elective choices that are engaging. HCCS also believes that learning occurs best in an environment that promotes respect for others and strong character development. HCCS will provide students with this type of environment and educational opportunities designed to help all students succeed.

Curriculum Overview

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

- Solid Foundations - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for

example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

- Sequenced - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be equitable and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
- Specific – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"
- Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Character Education/School Climate

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

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

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

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher’s attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.
- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.

- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

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

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad (a kind word, a gentle touch and a smile), a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English and Spanish languages.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.

15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Teachers and students celebrate the successes of others.

Parent Involvement

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in HCCS's Parent Organization, involvement in school management and volunteer work.
HCCS encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. HCCS understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Attending quarterly conferences
- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

HCCS Parent Teacher Student Organization

Parents/Guardians and grandparents of HCCS students may become members of the HCCS Parent Teacher Student Organization.

Members of the HCCS Parent Teacher Student Organization will:

Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.
Executive members of the Organization will be encouraged to attend the governing board meetings.
Volunteer time to the school.
Organize volunteer opportunities and potentially produce a monthly newsletter.
Organize fundraising opportunities.
Background checks, where applicable, will be performed on volunteers working with students.

Students at HCCS may participate in a student government organization. Students will have a minimum of one representative from the student government organization attend the Parent Teacher Student Organization monthly meeting.

Volunteer Time

HCCS will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

HCCS will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance
School tours
Computer support
At-home repair of student wear
Daily cleanup
Classroom aid/support
At-home work for teachers
Baking dishes for special events
Assembly Support
Playground monitoring
Computer lab assistant
Field trips
Fundraising
Traffic/Parking assistance
Building maintenance
Set construction & design
Library assistance
Parent Organization

The foregoing list is non-exhaustive and may change from time to time on an "as-needed" basis.

Instructional Model

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

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

Targeted initial instructional professional development will be obtained from Great Expectations, Core Knowledge, and in dual language instruction and/or others as recommended by the Principal and teachers and approved by HCCS's Board of Directors.

HCCS will explore opportunities to provide enrichment and remediation programs before school, after school and during school breaks to allow students to receive additional support for instruction. HCCS will also develop a peer tutoring or mentoring program that allows elementary students to work with secondary students to build upon students' knowledge and skills in the content areas and to enhance the HCCS community by developing cross-grade level relationships. HCCS secondary students will be required to participate in the peer mentoring program in order to fulfill community service requirements for specific secondary classes.

Special Education Services

Heritage Community Charter School will comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA").

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

It is the intent of Heritage Community Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, includes, but is not limited to, such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

HCCS will strive to obtain IEPs for students enrolled in the charter school prior to the beginning of each school year. The HCCS administrator, office staff and special education staff will review the list of students enrolling at HCCS after the annual enrollment deadline and subsequent lottery each year and will collect information regarding IEP and 504 plans after students have confirmed that they will be attending HCCS. HCCS staff will obtain copies of IEP and eligibility documents prior to August 1st of each year whenever possible so that staff can plan for instruction and services to begin immediately when the school year begins. HCCS staff will utilize information from documents obtained to plan for instruction, related services, accommodations, evaluations and IEPs that are necessary to ensure students with disabilities receive a free appropriate education in the least restrictive environment as defined by the student's IEP.

HCCS will contract with related service providers for some services and will have those contracts in place and approved by the Board of Directors prior to the beginning of each school year. In addition, the HCCS administrator and the HCCS special education staff will plan an annual in-service training that they will provide to staff members each year, prior to the beginning of school, to ensure that all HCCS staff have access to and an understanding of information in each student's IEP and can work together to implement the IEP.

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

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

• What is the challenge?
• What has already been done about the challenge/what interventions have been used?
• What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be reviewed by a multidisciplinary team to determine whether further evaluation is needed and/or whether the child meets the eligibility requirements to receive special education services.

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

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

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

• Review their child's records

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

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

If a student at Heritage Community Charter School is found to be eligible for special education services at the charter school, services will be provided for that student as determined by the student's IEP team and in accordance with state and federal regulations:

• Heritage Community Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by HCCS, such evaluation may be contracted with a private provider or local school district.

• A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services as described by the student's IEP. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

• Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from his or her education and will be provided as determined by the student's IEP team.

Heritage Community Charter School will provide special education and related services to eligible Heritage Community Charter School students in the Least Restrictive Environment as identified by each student's IEP. Heritage Community Charter School's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.

When necessary, Heritage Community Charter School will contract with a private provider or local school district for the provision of related services. Direct speech,

language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

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

The HCCS board of directors understands that a dual language program may present additional challenges for students with disabilities. The HCCS board believes that this is an opportunity to train staff members to effectively identify each individual student's strengths and needs and develop a plan with goals that are designed to meet that individual student's needs. HCCS will provide specific training to staff members to ensure that IEP teams can identify students with language proficiency needs, students with disabilities and students with both language proficiency needs and disabilities. Staff will be trained to create appropriate educational plans for students' needs. Staff will also be trained to provide appropriate interventions, accommodations and modifications as identified by multi-disciplinary and/or IEP teams.

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

Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending HCCS. These adopted policies and procedures will meet the requirements of the IDEA. The HCCS administrator will review these policies and procedures annually; obtain training (when necessary) to ensure he or she follows these procedures, and provide training to HCCS staff in the requirements of IDEA with regard to discipline of students.

The Role of General Education Teachers in Regard to Special Education

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

The special education teacher will contact the regular classroom teacher(s) on an "as needed basis" (but no less than once per month) to provide the teacher with specific IEP information regarding each student with a disability; provide updates; discuss progress, and answer questions. The teacher should contact the special educator with questions or concerns as soon as possible once a question or concern arises. Working as a team with special needs students is critical in ensuring that each student's needs are met.

Limited English Proficiency

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

Heritage Community Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Heritage Community Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitor 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 will include the question: What is the primary language spoken in the home?
If a response is any language other than English, a survey will go home to the parents.
If the district has Native American students enrolled, the survey will include the following questions: 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 be Limited English Proficient (LEP, the student will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)
If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified

as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.
If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115 (c) (1)), as determined by Heritage Community Charter School.
Those children placed in a program will be counted for state and Federal funding.
Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
Those students whose parents waive the services may not be considered as "LEP" 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, according to the Office of Civil Rights.

Gifted and Talented Students

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

Plan for Dual Enrollment Participation

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

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

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

TAB 4: MEASUREMENT OF PROGRESS

HCCS will seek to achieve this by providing enjoyable learning experiences, a progressive educational program in core subjects, and a bi-literate curriculum – all in an environment of respect, parental involvement, and a strong sense of community.

Method by which student progress will be measured

HCCS students will participate in state required assessments which will be used to measure progress in meeting state standards. In addition, HCCS will use classroom assessments, progress monitoring tools and data collection designed to monitor each measurable educational standard to assess individual, grade level and school progress in meeting the standards identified within the HCCS charter. Regular reports regarding progress will be provided to the HCCS board at the end of each semester.

Measurable student educational standards

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

- 80% of 2nd and 3rd grade students who have been continuously enrolled at HCCS for two or more years will score equal to or better than the statewide benchmark as measured by the Idaho Reading Indicator.
- 80% of students who have been continuously enrolled at HCCS for ~~more than~~ two or more years will achieve proficient or above in all required subjects as measured by the Idaho Standards Achievement Tests (ISAT).
- 90% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports, after two or more years of continuous enrollment at HCCS, as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.

Standard 2**:** HCCS will achieve a daily average school absentee rate of less than 10% when calculated on a monthly basis.

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

Grades K – 5:

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

Grades 6-12

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

Standard 4: 95% of all students, 9-12, will develop and maintain a career portfolio.

Completion/progress monitoring benchmarks are:

- 85% of students will achieve satisfactory status or above for their grade appropriate portfolio assignment pieces based on teacher developed rubrics.
- 95% of 8th grade students will develop an 8-year plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.

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

"The capacity to become cooperative contributors of society"

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

K-5 – community projects established by teachers and supported by parents
6-8 – class-sponsored community projects
9-11 – individual/small group community projects
12 – community action piece as part of the student's senior project

Standard 6: HCCS will achieve above average parent and student satisfaction as measured by completion of an annual parent and student satisfaction survey.

A minimum of 50% of HCCS parents will complete a parent satisfaction survey no later than April 30th of each school-year. Parent satisfaction ratings will be calculated in each of the following areas: Academic Program, Parent and Community Relations/Communication, Administration and Board Activity, General School Operations. HCCS will score a minimum of 3.0 on a 5.0 scale in each area during the first three years of operation. After year 3, HCCS will score at least 3.5 on a 5.0 scale in all areas measured by the parent satisfaction survey.

A minimum of 75% of HCCS students in grades 4th -12th will complete a student satisfaction survey at least once a year. Student satisfaction ratings will be calculated in each of the following areas: Academic Program, School Culture, Faculty/Administrative and Student Relations/Communication. HCCS will score a minimum of 3.0 on a 5.0 scale in each area during the first three years of operation. After year 3, HCCS will score at least 3.5 on a 5.0 scale in all areas measured by the student satisfaction survey.

During the first year of operation, HCCS will collect baseline data regarding parent participation in monthly parent involvement events. HCCS will increase parent participation by a minimum of 10% per year until participation reaches 10% attendance at a minimum of one parent involvement activity per year HCCS will maintain 50% involvement in subsequent years of operation.

Objectives and Targeted Practices

Standard 1 - Academic Improvement

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

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

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

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

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

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

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

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

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

Objective: Enjoy high bi-literate proficiency – Elementary

Targeted Practice: students will demonstrate proficiency in Spanish language including the ability to exchange personal feelings and ideas orally, present material and respond spontaneously to questions, read and comprehend text, produce written text that adequately conveys ideas.

Standard 2 – Student Work and Classroom Environment

Objective: Students will experience success in the classroom

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

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

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

Targeted Practice: there will be evidence that teachers are creating a positive and caring environment by using a kind word, a gentle touch and a smile with their students.

Standard 3 –Effective Communication

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

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

Objective**:** Students will develop oral and written skills in two languages.

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

Standard 4 – Career Plans

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

Targeted Practice:

Students will participate in parent-teacher conferences
Students will develop 7-8 Career Portfolios for high school class choices and 9-12 for post high school plans.

Standard 5 – Community Service Projects

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

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

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

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

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

Targeted Practice: students will evaluate their personal contributions to the school and community as part of their community service project -

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

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

Standard 6 Appreciation for the Arts and Literature

Objective**:** Students will develop an appreciation for music, visual arts, and/ or performance.

Targeted Practice: all students will participate in music, visual arts and/or performing arts instruction/ appreciation.

Objective: Students will develop an appreciation for literature, poetry and expression of life principles through literature.

Targeted Practice: all students will participate in instruction and discussion of classic literature and poetry. All students will be able to identify life principles in works of literature studied at each grade level.

Targeted Practice: all students will participate in the recitation of the school and class poems and/or creeds.

Targeted Practice: all students in grades 9-12 will write and recite a personal creed incorporating key life principles.

Course of Instruction-

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

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

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in United States and world history, government, geography, economics, current world affairs, citizenship, and sociology.

Elementary School (Grades 1-5)

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

Additional instructional options as determined by HCCS include:

- Foreign Language-(Spanish)

Middle School (Grades 6-8)

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

Other required instruction for all students includes:
- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:
- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by HCCS. For example:
- Spanish
- Latin
- Humanities

High School (Grades 9-12**)**

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

Other required instruction for all students includes:
- Physical Education
- Foreign Language

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

High School Graduation Requirements:

Graduation requirements for Heritage Community Charter School will be determined by the HCCS Board of Directors and will meet or exceed state requirements.

Academic Mastery
Students in attendance at Heritage Community Charter School will be expected to do the following:

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

Remediation

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

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

Provision by which students will receive standardized testing

The students at Heritage Community Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education. Those assessments currently include the Idaho Standards Achievement Tests, the Idaho Reading Indicator (IRI), and the National Assessment of Educational Progress (NAEP).

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

Results will be reported as follows:

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

Provision Ensuring State Accreditation

Heritage Community Charter School will be accredited through the Northwest Association of Accredited Schools (NAAS). Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports.

Provision plan for improvement per NCLB

Student learning is the primary focus for Heritage Community Charter School. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho. Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

TAB 5: GOVERNANCE STRUCTURES

Description of Governance Structure

Heritage Community Charter School, Inc. is organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act. The Articles of Incorporation for Heritage Community Charter School, Inc. were filed with the Secretary of the State of Idaho on February 2, 2010. (Note: the 501(c)(3) application will be completed upon approval of the charter.) HCCS is governed by a Board of Directors that consists of three to seven board members as set forth in HCCS's Bylaws and Articles of Incorporation.

Upon approval, members of the Governing Board are deemed public agents responsible for oversight of the Charter School. The Governing Board (referred to as the "Board of Directors" or "Board") has all the power and duties afforded to a Board of Directors. Subject to the limitations of the Idaho Nonprofit Corporation Act, its Articles of Incorporation and its Bylaws, the activities and affairs of the school shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the school's business and to pledge the credit, assets, and property of the school when necessary to facilitate efficiency in its operation. 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." (Idaho Code § 33-5204.)

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The Board of Directors will be determined through elections as outlined in the Bylaws.

Liability

Upon approval, Heritage Community Charter School will be liable for all acts, omissions, debts or other obligations. The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

Process to Ensure Parental Involvement

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. HCCS is a public

school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official parent committee. Members of that committee will be elected annually by parents or designated guardians of students enrolled in the school according to policy to be set by the Board. An elected parent representative will dually serve on the HCCS Board of Directors and Parent Association Boards. The parent representative c shall be authorized by the parent committee and the Board of Directors to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation, and evaluation of school policy.

Plan for Annual Financial & Programmatic Audits

Each year HCCS will conduct an annual programmatic audit and an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education in compliance with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3). A copy of these audits will also be submitted to the Idaho Public Charter School Commission.

HCCS will comply with Idaho Public Charter School Commission policy and conduct a programmatic audit through information obtained via its own instruments, timeline, and processes; a copy of this report will be sent to the chartering entity. Results of the Programmatic Audit will be submitted, with a report on student progress based upon the student standards and measurement of student progress outlined in the charter, to the school's authorizing entity each year. Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to the school's authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, HCCS's authorizer may choose to conduct an audit of HCCS at the expense of the authorizer.

TAB 6: EMPLOYEES

Employee Qualifications

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

All individuals to be employed by Heritage Community Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.

Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act. All HCCS staff will meet appropriate certification and/or licensure requirements for the positions held by the individual.

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

Instructional Models methodology to insure the consistency of instruction
Language instruction in immersion models
Language Arts
Vocabulary with an emphasis on word roots
Great Expectations Training
Classroom pacing
Teaching with Love and Logic
Core Knowledge
Identified Life Principles
School Leadership
Memorization and Dramatization
Homework
Utilizing parent volunteers
Effective use of educational assistants
Modeling as a staff
Capturing teaching time
Intervention strategies for students at risk

Health & Safety Procedures

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

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.

2. Students are required to show proof of immunization before enrolling at Heritage Community Charter School. Copies of Immunization records and of birth certificates will be kept on file.
3. Heritage Community Charter School welcomes visitors during the regular school day, as well as at the school's public events. Parents and/or guardians are particularly encouraged to visit the school and participate in its programs. However, protection of the students and staff of Heritage Community Charter School is the highest priority. In an effort to monitor and protect access to students and staff members, all visitors are required to check in at the school office before visiting classrooms or other areas on campus. Visitors will be required to receive and wear a visitor's pass when visiting the school. If the principal determines that the presence of any person is disruptive or detrimental to the school's program, the administrator may prohibit that individual's presence on campus.

Individuals that visit the school to communicate with or remove a student from campus must obtain permission of the principal or their designee prior to contacting the student. The Principal or designee shall not grant such permission unless the person has a clearly valid and proper reason for contacting the student. Parents and guardians will be granted access to their students immediately upon request unless there is a legally necessary reason to deny access. However, parents and guardians who enter classrooms may be subject to reasonable restrictions to prevent the disruption of the instructional process.

4. To ensure the safety and health of children and staff, Heritage Community Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review

5. Heritage Community Charter School shall ensure the safety and health of students and staff by:

a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. HCCS will cooperate and coordinate efforts with city, county, and state emergency personnel. HCCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, HCCS will educate parents and patrons by providing information regarding the Plan in the student handbook or on the HCCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.
c. recognizing that HCCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.
When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

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

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

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

- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In accordance with Federal law, the Board of Directors hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related

paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

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

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

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

Disciplinary measures include, but are not limited to:

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

7. To maintain a climate of respect and high expectation there, Heritage Community Charter school prohibits harassment, intimidation, and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional electronic, oral, written or physical acts physically harm, substantially interfere with a student's education, threaten the overall educational environment, substantially disrupt the operation of school, or are otherwise prohibited by law. This prohibition shall apply to all school employees, volunteers, parents/guardians, and students, including conduct between students, between adults, and between adults and students. Any such actions will follow disciplinary procedures.

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

Provision for Employee Benefits (PERSI, SS, WC, etc)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Heritage Community Charter School will make all employer contributions as required by PERSI, and Federal Social Security. HCCS will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. HCCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

Transfer rights

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

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

Collective bargaining

In compliance with Idaho Code §33-5205(3)(p), HCCS staff shall be considered a separate unit for purposes of collective bargaining.

Employee Contracts for Teachers & Administrators

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

Heritage Community Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.

- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.

- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.

- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

TAB 7: SCHOOL PROCEDURES

Admission Procedures

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

Enrollment Opportunities *I.C. 33-5205(3)(s)*

The Governing Board will take the following steps to ensure the Caldwell community is aware of the enrollment opportunities at Heritage Community Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the HCCS attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of HCCS. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in HCCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Caldwell District Demographics

HCCS seeks to provide a unique opportunity for students residing within the Caldwell community. The Founders of HCCS are committed to continuing the positive relationship with the Caldwell School District that the charter petitioners have enjoyed during the development phase of the charter school. HCCS anticipates serving as another unique educational choice in a district committed to meeting the needs of all of its students. In addition, HCCS will strive to serve a population of students that is similar in its demographic characteristics to that of the Caldwell School District. HCCS will plan marketing efforts designed to provide information to all community members in both English and Spanish and in a variety formats (written, radio, television, community meetings, etc.). Marketing efforts will be designed to attract a student population that is consistent with the demographics of the District (within a plus or minus 10%) of the percentage of any group by ethnicity, ELL, free and reduced lunch, special education, etc. while also complying with Idaho Code regarding enrollment procedures.

Enrollment Deadline

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend HCCS for the next

school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission
HCCS will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend HCCS. In the case of a family with more than one (1) child seeking to attend HCCS, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, HCCS on or before the enrollment deadline established by the Governing Board. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of HCCS is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to HCCS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences *I.C. 33-5206 & 33-5205(3)(j)*
HCCS has established an admission preference for students residing within the primary attendance area of the school. In addition, HCCS has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

Priority of Preferences for Initial Enrollment
If the initial capacity of HCCS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to HCCS. HCCS will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of HCCS).
b. Second, to siblings of pupils already selected by the lottery.
c. Third, to prospective students residing in the primary attendance area of HCCS.
d. Fourth, students who reside outside the primary attendance area of HCCS.

Priority of Preferences for Subsequent Enrollment Periods

Preferences for subsequent enrollment periods shall be as follows:

a. First, to pupils returning to HCCS in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of HCCS.
c. Third, to siblings of pupils already enrolled in HCCS.
d. Fourth, to prospective students residing in the primary attendance area of HCCS.
e. Fifth, to prospective students residing outside the primary attendance area of HCCS.

Proposed Attendance List for Lottery

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by HCCS, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for children of founders and full time employees preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for primary attendance area preference, and "E" for students residing outside the primary attendance area.

Equitable Selection Process

If the initial capacity of HCCS is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to HCCS by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school's authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a

founder or full-time employee, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter "C" shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter "D" shall be written on such index card. If the name of the person selected resides outside the primary attendance area of HCCS, then the letter "E" shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.

With regard to the founder's and full-time employee's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B". When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of HCCS for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founder's and full-time employee's preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "E," based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Within sixty days of approval of this charter, the HCCS board of directors will develop and adopt a definition of "Founders". That definition will include, but not be limited to, those persons:

- sitting on the Board of Directors from January 2010 to June 2011and/or
- involved in the initial writing of the petition for Heritage Community Charter School and/or

- Those individuals who have made a significant contribution to the development and establishment of Heritage Community Charter School as deemed by the Board of Directors.

VIII. Final Selection List

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

Notification and Acceptance Process
HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

1. Within seven days after conducting the selection process, Heritage Community Charter School will send an offer letter to the parent or guardian, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Heritage Community Charter School. The offer letter must be signed by the student's parent or guardian, and returned to HCCS by the date designated in the offer letter from HCCS.

2. Within seven days after conducting the selection process, Heritage Community Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

4. If a student withdraws from Heritage Community Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

X. Subsequent School Years

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Heritage Community Charter School is not sufficient to

enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Heritage Community Charter School for that year.

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

XI. Amendments

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

Disciplinary Procedures

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

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

Heritage Community Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. Steps to address inappropriate behavior will include, but are not limited to the following:

1. Written or verbal teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.

5. Expulsion in accordance with Idaho Code.

Major Discipline Problems

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

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

Temporary Suspension

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

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. Expulsion procedures will comply with Idaho Code. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final.

Reenrollment to School Following Expulsion

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

Disciplinary Procedures for Special Education Students

Heritage Community Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in the student discipline section of the manual. Students with disabilities are entitled to all of the same due process rights in the area of discipline as

students without disabilities. In addition, there are additional safeguards that will be observed that insure their right to Free Appropriate Public Education ("FAPE").

Alcohol and Controlled Substances

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

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

A. all dangerous controlled substances as so designated and prohibited by Idaho law;
B. all chemicals which release toxic vapors;
C. all alcoholic beverages;
D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
E. "look-alikes";
F. anabolic steroids;
G. any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event.

Furthermore, the principal shall take the necessary steps to ensure that an individual eighteen (18) years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The principal shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Sanctions for violation of school policies which address illegal drug and alcohol possession, use or distribution will include referral to the appropriate law enforcement agency and may include voluntary referral to appropriate persons or agencies for screening and assessment.

Public Charter School Attendance Alternatives

Because Heritage Community Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. Students located within the attendance area of the charter school would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Community Charter School.

Process for Public Notification of Enrollment Opportunities

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

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

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

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

Habitual Truancy, Incorrigibility, & Disruptive Students

Students of HCCS may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in section Idaho Code.
- If the he student is incorrigible,

- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll at the school after being expelled from another district may be denied enrollment. Students who are expelled from HCCS or denied enrollment will be denied enrollment for not less than one calendar year. The school will comply with Idaho Code 33-205 which states that "No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence. Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Community Charter School Board of Directors and described in this Charter School Petition.

Plan for the Denial of School Attendance

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

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

Student Handbook & Parental Access

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

TAB 8: Business Plan

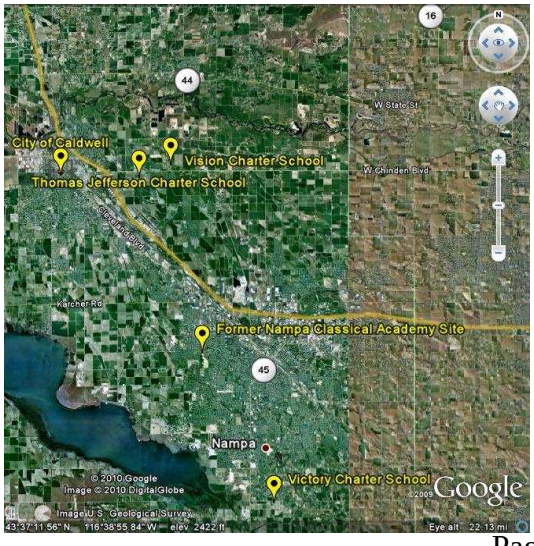
Description

Heritage Community Charter School, Inc. was established to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act. The purpose for which it was created was to establish and operate an Idaho public charter school and to provide educational activities related to this purpose. HCCS was incorporated and organized by a group of founding members who volunteered their time and resources to create another choice in public education to parents and students in their community.

In accordance with the provisions of Idaho Code § 33-5205(3)(s) and IDAPA 08.02.04.203.2, HCCS will ensure that citizens in the area of attendance are made aware of the enrollment opportunities the school. This notification process will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. The information disseminated in compliance with the provisions of this paragraph will take into consideration the language demographics of HCCS's attendance area. In addition, HCCS will ensure the dissemination of press releases or public service announcements to media outlets that broadcast within (or disseminate printed publications within) the area of attendance of the school, Further, HCCS ensures that these announcements will be broadcast or published by such media outlets no less than three times beginning no later than fourteen days prior to the enrollment deadline each year. Finally, this enrollment information will expressly provide notice that all prospective students will be given the opportunity to enroll at Heritage Community Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Marketing Plan

Purpose. At Heritage Community Charter School, our express purpose is to provide residents of our community with another choice in education. More specifically, our purpose is to offer an educational option that is otherwise unavailable yet highly desired.



Educational Environment. Residents of Canyon County have demonstrated an overwhelming demand for choice in education for their children. For example, all operating charter schools in the county are reporting significant waiting lists: **Victory Charter School** – waitlist of 1,791 students; **Vision Charter School** – waitlist of 396 students; **Idaho Arts** – waitlist of 507 students; and **Thomas Jefferson Charter School** – waitlist of

681 students. Furthermore, a recent decision by the IPCSC to revoke Nampa Classical Academy's charter will only increase the demand for additional charter school options inasmuch as over 550 students were enrolled to attend this school in the fall of 2010. Taken together, these schools report a combined total of 3,375 students waiting to enroll in the closest charter schools. For students that reside within Heritage Community Charter School's proposed Primary Area of Attendance, the likelihood of being accepted in any of these schools is very small due to the fact that they would not fall within these charter schools' primary area of attendance and would therefore not qualify for a permitted preference in enrollment – not to mention the additional time and cost of transporting their children to and from these schools.

Notwithstanding the apparent interest in charter schools, Caldwell School District does not have a charter school option within its boundaries. In the 2009-2010, the district reported a fall enrollment of 3,552 students in K-6, with a total K-12 enrollment of 6,212. Further, Caldwell School District is essentially surrounded by Vallivue School District (serving 4,220 in grades K-6 with a total K-12 enrollment of 7,040), and shares its northern boundary with Middleton School District (serving 1,596 students in K-6 with a total K-12 enrollment of 3,026). (*See* 2009-2010 Fall Enrollment Chart below.)

CANYON COUNTY SCHOOL DISTRICTS Fall Enrollment Data 2009-2010																
GRADES	K	1	2	3	4	5	6	TOTAL K-6	7	8	9	10	11	12	Total 6-12	Total K-12
131 Nampa	1,300	1,242	1,242	1,222	1,238	1,210	1,250	8,706	1,143	1,162	1,130	1,033	960	1,055	6,483	15,189
132 Caldwell	529	559	533	506	484	451	490	3,552	483	456	495	423	451	367	2,660	6,212
135 Wilder	43	37	39	37	30	31	42	259	29	20	41	20	18	15	143	396
134 Middleton	215	255	216	235	237	227	211	1,596	214	261	285	244	216	208	1,430	3,026
135 Notus	30	24	25	30	24	35	31	199	34	28	32	34	38	25	189	388
136 Melba	51	46	40	54	56	44	63	362	56	57	55	55	64	60	348	710
137 Parma	93	78	87	74	90	81	86	589	70	92	82	80	82	78	484	1,073
139 Vallivue	638	660	602	632	595	568	527	4,220	533	520	484	485	438	380	2,820	7,040
TOTALS	2,899	2,001	2,788	2,790	2,754	2,646	2,700	19,477	2,542	2,604	2,604	2,380	2,260	2,188	14,557	34,034

As seen above, over 24,500 K-8 students are attending Canyon County public schools, and approximately 11,815 of those students reside in Caldwell, Vallivue, and Middleton school districts – all of which will likely have students attending Heritage Charter School.

In addition to the public school offering in our community, over 1,600 students sought out alternative choices in education and were reported to have enrolled in private or non-public schools at the end of the 2007-08 school year. (*See table below*.)

CANYON COUNTY	PK	K	1	2	3	4	5	6	Total K-6	7	8	9	10	11	12		Total K-12
Caldwell Seventh Day Adventist	3	12	11	8	11	13	4	8	70	9	17	0	0	0	0	26	96
Calvary Christian School	33	13	13	6	7	7	8	12	99	7	9	9	6	8	5	44	143
Gem State Academy	0	0	0	0	0	0	0	0	0	0	0	10	32	22	29	102	102
Greenleaf Friends Academy	40	17	10	14	20	14	11	17	143	21	24	17	17	29	27	135	278
Nampa Christian School	48	60	43	49	42	39	41	39	361	53	47	56	48	68	68	340	701
St. Paul'S Catholic School	30	20	23	27	22	23	25	13	183	18	15	0	0	0	0	33	216
Treasure Valley Ed Center	0	0	0	[illegible]	1	1	2	2	7	3	6	3	4	2	[illegible]	25	32
Zion Lutheran School	25	17	12	12	8	4	0	0	78	0	0	0	0	0	0	0	78
TOTAL CANYON COUNTY	179	139	112	117	111	101	91	91	941	111	118	104	107	129	136	705	1646

Enrollment data obtained through the Idaho State Department of Education's *Non-Public Fall Enrollment 2007-2008*.

The purpose of providing this "educational landscape" is to demonstrate the viability of the market from which HCCS will likely draw its student base and provide realistic support for the enrollment projections reflected in this petition. With proper outreach and marketing, we are confident that we will be able to attract students to HCCS. However, demographics or a high population of school-aged children is only the foundation for our enrollment projections. The final piece is simple: a unique and desirable educational offering that will enhance and improve the educational offering found at other schools.

Competitive Advantage. It is our firm belief that the program of instruction outlined in this petition will be the driving force behind parents' choice to enroll their students in HCCS. As noted above, HCCS will use the Idaho State Board of Education's Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum. Many traditional public and charter schools have chosen to implement this highly effective curriculum that promotes academic excellence, greater equity and higher literacy, and a coherent, cumulative, and content specific core curriculum. The instructional program at HCCS will be further enhanced by a substantive second language acquisition program. The Core Knowledge Sequence provides the high level of planning and coordination across all grades that are almost always features of successful second language acquisition programs. With this curricular foundation, the addition of a second language will provide students with a host of benefits, including but not limited to: improved problem solving, increased test scores, increased proficiency with native language, increased creativity, improved literacy skills, and a broadened appreciation for other cultures. Given the demographics of Caldwell and surrounding districts, this program will provide meaningful benefits for all students who choose to attend the school.

Outreach. In addition to the procedures and requirements outlined in the *Description* section above, advertising for Heritage Community Charter School may also include, but not be limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four to eight weeks following charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School. Note: these meetings may be subject to the open meetings law contained in Idaho Code § 67-2345. If open meetings rules apply, HCCS board shall ensure compliance.

Operations

Following the outline detailed under Tab 2, organization of Heritage Community Charter School will generally follow the model of traditional single-grade classrooms starting with grades K-6, and beginning with a small grade 7-12 pilot secondary program. The Principal will determine the day-to-day operations of the school including but not limited

to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

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

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

Budget
The budget for Heritage Community Charter School will be: (i) prepared in compliance with section 33-801, Idaho Code; (ii) will be presented at a public hearing in June of the year the school will open; and (iii) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Following is a projected three-year budget and first year cash flow.

For budget, please see Appendix I.

Transportation Services

In accordance with Idaho Code §§33-1501 and 33-1006, where practica~~ble~~ HCCS will provide transportation to students that reside more than 1.5 miles from the school facility and within the Primary Area of Attendance. HCCS will ensure its transportation policy complies with Idaho Code §§ 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to the school. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, HCCS will take all reasonable steps to ensure transportation services are secured in a timely manner. In the process of advertising, HCCS will solicit proposals from all busing contractors listed on the SDE's contractor list.

School Lunch Program

Heritage Community Charter School hopes to begin offering hot food services during its first year of operation and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

Determining Eligibility for Free and Reduced Price Meals

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

(NOTE: For Directors' Resumes, please see Appendix N)

TAB 10: BUSINESS PRACTICES

Business Arrangements

Public Access

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

Complaint Process

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

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

School Records

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

Inspection Reports

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

State Compliance

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

Right to Evaluate Contract Compliance

The Public Charter School Commission or the school's Authorized Chartering Entity, if not authorized by the Public Charter School Commission, shall retain the right at any time to evaluate the degree to which Heritage Community Charter School is meeting the

terms of the charter contract. The Board of Directors or designee may choose to have a State representative(s) or an independent evaluator(s):
1. visit the Charter School;
2. review the Charter School's records and data;
3. directly survey the Charter School's parents/guardians, students, or employees;
4. audit the books of the Charter School;
5. pursue other reasonable means of determining accountability for the Charter School contract.

Amending the Contract
A material revision of the terms of the charter school contract requires the approval of the school's authorizer and the Board of Directors.

Plan for Termination

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

The Authorized Chartering Entity and Heritage Community Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in §33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

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

Upon the dissolution of the charter school, the schools assets will distributed to the Idaho Public Charter School Commission.

Upon dissolution of the charter school, all records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from HCCS. Personnel records will be transferred to the HCCS authorizer and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held by the HCCS authorizer.

Internet Policy

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

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission

Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1st Year Cash Flow	Update the 1st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

Articles of Incorporation of Heritage Community Charter School

ARTICLES OF INCORPORATION

OF

10 FEB -2 AM 11:42

HERITAGE COMMUNITY CHARTER SCHOOL , INC.

SECRETARY OF STATE
STATE OF IDAHO

I, the undersigned natural person, being of the age of eighteen years or more, acting as incorporator under the provisions of Title 30, Chapter 3, Idaho Code, adopt the following Articles of Incorporation for Heritage Community Charter School, Inc.

Article I

NAME

The name of the corporation is Heritage Community Charter School, Inc.

Article II

DURATION

The period of duration of the corporation is perpetual.

Article III

PURPOSE

(a) The corporation is created to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. The purpose for which the corporation is created is to establish and operate a school for grades K through 12 and educational activities related thereto.

(b) The general purpose for which the corporation is formed is to operate exclusively for such educational purposes and any and all other lawful purposes, activities and pursuits which are substantially similar to and reasonably related to the foregoing as will qualify it as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

(c) The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

Article IV

MEMBERS/STOCK

The corporation shall not have any class of members or stock.

Article V

BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws of the corporation.

Article VI

DIRECTORS

The number of directors of the Corporation shall be no less than three (3) and no more than seven (7) as fixed from time to time in accordance with the Bylaws of the Corporation. The number of directors constituting the initial Board of Directors of the Corporation is three (3), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

NAMES & ADDRESSES:

Lon C. McRae

10430 Randall Lane

Caldwell, ID 83607

Kevin Benjamin

15090 Castle Way

Caldwell, ID 83607

Crystal Davidson

1202 Palrang Drive

Caldwell, ID 83607

Article VII

INCORPORATOR(S)

The name and address of the incorporator is:

Lon C. McRae

10430 Randall Lane

Caldwell, ID 83607

Article VIII

REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 10430 Randall Lane Caldwell, ID 83607 and the corporation's initial registered agent at such address shall be: **Lon C. McRae**

Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation. The mailing address of the corporation shall be: **10430 Randall Lane Caldwell, ID 83607.**

I hereby acknowledge and accept appointment as corporate registered agent:

Lon C McRae

Article IX

PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be Canyon County, Idaho. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof as the Board of Directors shall determine.

Article IIX

DISTRIBUTIONS

The property of the corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, 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 in Article III hereof.

Article XI

DISSOLUTION

Upon the dissolution and winding up of the corporation, all assets after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, the incorporator has executed these Articles of Incorporation in duplicate this **February 1, 2010,** and says: That he has read the above and foregoing Articles of Incorporation; knows the contents thereof and that the same is true to the best of his knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters he believes to be true.

INCORPORATOR

L. C. McRae

Lon C. McRae

ByLaws of Heritage Community Charter School

An Idaho Non-profit Corporation

Article 1: Offices

The corporations principal office shall be fixed and located within the Caldwell School District # 132 boundaries, County of Canyon, State of Idaho. The Board is granted full power and authority to change the principal office from one location to another within the Caldwell School District Boundaries #132, County of Canyon, State of Idaho.

Article 2: Purpose

The specific and general purposes of the corporation are described in the Articles of Incorporation.

Article 3: No Members

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

Article 4: Directors

Section 4.1 General Powers

Subject to the limitations of the Idaho Nonprofit Corporation Act, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporations shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation.
b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation these Bylaws, as it deems best;
c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name., promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
e. To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange and expend funds and property subject to trust;
f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
h. To carry out such other duties as are consistent with the tax-exempt purpose for which the corporation is formed.

Section 4.3 Number, Election, and Term of Directors

a. The authorized number of Directors shall be no less than three (3) and no greater than seven (7) until changed by amendment of these Bylaws except as provided in subparagraph 4.3 (b)(l) below, the Board shall consist of two members elected by the stakeholders of Heritage Community Charter School, the remaining Board members shall be elected by the Board of Directors. A "stakeholder" is defined as one or more of the following: (i) parents of students attending the school; (ii) the initial Board members; (iii) the initial :founders" of Heritage Community Charter School as designated by the board in accordance with Idaho Code Section 33-5202A(3).

b. Initial Board Members. Prior to and during the initial year of school operation, all Board members shall be elected by the Board of Directors. When electing initial board members, the board shall designate two seats that will become vacant at the end of the initial year, two seats that shall become vacant at the end of the second year and so on. After the initial year, one of these vacancies shall be filled by a Stakeholder elected board member, and that seat shall be designated as a "Stakeholder Elected Seat". At the end of the second year, one of the two vacancies shall be filled by a second stakeholder elected board member, and that seat shall be designated as a Stakeholder Elected Seat.

c. Board Member Elected. In order to fill the vacant seat of a Board Member Elected Seat on the Board, the Board will solicit nominations and letters of application from stakeholders or members of the community. The Board may then elect an approved applicant to fill the vacancy. Board member elected to fill the seats of directors whose terms have expired shall be elected at the annual meeting of the Board of Directors.

d. Stakeholder Elected. In order to fill the vacant seat of a stakeholder elected seat on the Board, the Board will solicit nominations and letters of application from stakeholders or member of the community. A stakeholder election will them be conducted to elect the board member(s) to fill the vacancy. If the election is for the replacement of a Stakeholder Elected Board Member whose term has ended, the voting and election shall be conducted within three weeks of the annual meeting of the Board of Directors. At the annual meeting, the Board shall ratify the election results and make such results effective.

e.Upon the expiration of the initial year, the duration of the term of each new director shall be staggered so as to promote continuity in the Board.

Section 4.3 Number, Election and Term of Directors

a. The authorized number of Directors shall be no less than three (3) and no greater than seven (7) until changed by amendment of these Bylaws. Except as provided in subparagraph 4.3(b)(i) below, the Board shall consist of two members elected by the stakeholders of Heritage Community Charter School, the remaining Board members shall be elected by the Board of Directors. A “stakeholder” is defined as one or more of the following: (i) parents of students attending the school; (ii) the initial Board members; or (iii) the initial “founders” of Heritage Community Charter School as designated by the board in accordance with Idaho Code Section 33-5202A(3).

b. Initial Board Members. Prior to and during the initial year of school operation, all Board members shall be elected by the Board of Directors. When electing initial board members, the board shall designate two seats that will become vacant at the end of the initial year, two seats that shall become vacant at the end of the second year, and so on. After the initial year, one of these vacancies shall be filled by a Stakeholder elected board member, and that seat shall be designated as “Stakeholder Elected Seat”. At the end of the second year, one of the two vacancies shall be filled by a second Stakeholder elected board member, and that seat shall be designated as a “Stakeholder Elected Seat”.

c. Board Member Elected. In order to fill the vacant seat of a “Board Member Elected Seat” on the Board, the Board will solicit nominations and letters of application from stakeholders or members of the community. The Board may then elect and approved applicant to fill the vacancy. Board members elected to fill the seats of

directors whose terms have expired shall be elected at the annual meeting of the Board of Directors.

d. Stakeholder Elected. In order to fill the vacant seat of a stakeholder elected seat on the Board, the Board will solicit nominations and letters of application from stakeholders or members of the community. A stakeholder election will then be conducted to elect the board member(s) to fill the vacancy. If the election is for the replacement of a Stakeholder Elected Board member whose term has ended, the voting and election shall be conducted within three weeks of the annual meeting of the Board of Directors. At the annual meeting, the Board shall ratify the election results and make such results effective.

e. Upon the expiration of the initial year, the duration of the term of each new director shall be staggered so as to promote continuity in the Board.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be nominated by a Director and voted in by majority vote of the Board.

Section 4.5 Vacancies

f. 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.

g.The Board may declare vacant the office of any Director who has been convicted of a felony.

h. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a vote of the majority of the remaining Directors , although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.

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

Section 4.6 Place/ Notice of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Idaho law shall be posted. The public, any board member or officer of the corporation may request to place any desired item on the agenda of any board meeting by notifying in writing. A description

shall be delivered to the then acting secretary , or the secretary's designee, of the corporation. The Chairman of the Board shall have discretion regarding what items shall be included on meeting agendas.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, approval of the annual budget and the transaction of other business.

Section 4.8 Regular Meetings

The Board shall hold regular meetings on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

i. Special meetings of the Board for any purpose(s) may be called an any time by the Chairman of the Board or the Secretary.

j. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail, or telephone.

k. Oral notice shall be deemed received at the time it is communicated, in person, or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

In order to conduct the business of the corporations, a quorum must be present. Two thirds (2/3) of the authorized Directors shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the meeting minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute 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 confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.14 Fees and Compensation

Directors shall not receive 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 corporations business. The corporation shall carry liability insurance covering the Directors and officers of the corporation as described on the Charter on the conduct of the corporations business.

Section 4.15 Standard of Care

l. A director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interest of the corporation and with such care, including the duty to make reasonable inquires, as an ordinarily prudent person in a like situation would use under similar circumstances.

m. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Article 5: Officers

Section 5.1 Officers

The officers of the corporation shall be Chairman, Secretary and Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Chairmen, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of office may be held by the same person.

Section 5.2 Election

The officers of the corporation shall be appointed by the Board at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the Chairman to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any of an officer.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 Chairman

Subject to such powers, the Chairman 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 and officers of the corporation. The Chairman shall preside at all meetings of the Board. The Chairman has the general management powers and duties usually vested in the office of the Chairman and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Chairman

In the absence or disability of the Chairman, the Vice Chairmen, if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice Chairman designated by the Board, perform all duties of the Chairman and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the Chairman. The Vice Chairmen shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

n. The Secretary shall keep or cause to be kept, at the principal office or such other places 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 notice thereof given; the names of Directors present and absent, and the proceedings thereof.

o. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; 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 other duties as may be prescribed from time to time.

p.The Secretary or Chairman 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 al times be open to inspection by any Director.

Section 5.10 Treasurer

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 depositaries 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 Directors, upon request, an account of all transactions as Treasurer and of the financial condition of the corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

Article 6: Committees

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least one (1) member of the Board, to serve at the pleasure of the Board.

Article 7: Other Provisions

Section 7.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by two Officers of the Board, as defined in Section 5.1 above, unless the person has no authority to execute the same. Any such instruments may also be signed by a designated individual properly authorized by the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural , as the context requires, and the word “person” includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience or reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such persons about the corporation's interest. The expectation of refraining from a conflict of interest goes beyond the legal definition and should give consideration to the potential question of conflict.

No Director shall be elected or appointed who has a relative employed by the Corporation. A relative for the purpose of these bylaws shall include grandparent, parent, spouse, sibling or child. This shall also include those associated by blood and by matter of law including in-laws.

Should the relative, as defined above, of any serving Director by hired, that Director must resign at the earliest opportunity.

Section 7.5 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

Article 8: Amendments

These Bylaws may be amended or repealed by a majority vote of the Board.

I certify that I am the elected and acting Chairman of Heritage Community Charter School, Inc., an Idaho nonprofit corporation, and that the foregoing Bylaws consitute the Bylaws of such corporation as adopted by the Board of Directors.

Signature

_____

Lon C. McRae D.M.D., Chairman

Heritage Community Charter School

Appendix E: Board Roster

Heritage Community Charter School
October 10, 2013

Seat	Office	Name	Date Appointed	Term Expires	phone #	e-mail address
#1	Treasurer	Lon McRae	July 2013	June 2015	208-870-5500	lmcrae@heritagecommunitycharter.com
#2 (*)	Secretary	Barbara Hooper	July 2012	June 2015	208-695-7487	bhooper@heritagecommunitycharter.com
#3 (*)	Vice Chair	Holle McRae	July 2013	June 2016	208-870-5955	hmcrae@heritagecommunitycharter.com
#4	Officer	Josh Gregory	July 2013	June 2016	801-391-6739	jgregory@heritagecommunitycharter.com
#5	Chairman	Robb McDonald	December 2011	June 2014	208-477-4708	rmcdonald@heritagecommunitycharter.com
#6	Officer	Tamara Strikwerda	December 2011	June 2014	208-283-1114	tstrikwerda@heritagecommunitycharter.com
#7	Officer	Richard Hammond	December 2011	June 2014	208-283-0888	rhammond@heritagecommunitycharter.com

(*) Indicates Stake Holder Elected Seat

Board Contact e-mail is first letter of first name, last name @heritagecommunitycharter.com
rmcdonald@heritagecommunitycharter.com

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Community Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0.00

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			0.00

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0.00
	51-75	25	45-69	25	0.00
	26-50	25	31-44	14	0.00
	0-25	25	1-30	30	0.00
					0.00

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a
Advanced Opportunity

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible	Points Earned
Coursework			
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes			**0.00**

Measure 4b1
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes			**0.00**

Measure 4b2
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes			**0.00**

Measure 4c
Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes						**0.00**

MISSION-SPECIFIC GOALS

Measure 1	**Is the school successfully helping young readers achieve the high level of fluency that is important for success in a classical education?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 85% - 100% of 2nd and 3rd grade students who have been continously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring Idaho Reading Indicator (IRI).		200	
	Meets Standard: 66% - 84% of 2nd and 3rd grade students who have been continously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		150	
	Does Not Meet Standard: 46% - 65% of 2nd and 3rd grade students who have been continously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		75	
	Falls Far Below Standard: Less than 46% of2nd and 3rd grade students who have been continously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

Measure 2	**Is the school successfully helping Economically Disadvantaged students achieve adequate yearly growth in math?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 81% - 100% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in math.		200	
	Meets Standard: 60% - 80% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have an SGP that is equal to or greater than their AGP in math.		150	
	Does Not Meet Standard: 40% - 59% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have an SGP that is equal to or greater than their AGP in math.		75	
	Falls Far Below Standard: Less than 40% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have an SGP that is equal to or greater than their AGP in math.		0	
				0

Notes	Economically disadvantaged students will be identified based on their free and reduced lunch status. Results will be reported by the school to the PCSC by October 1 of each year.

Measure 3	**Is the school successfully helping its Hispanic / Latino students achieve proficiency in English / Language Arts?**	Result	Points Possible	Points Earned
	Exceeds Standard: 61% - 100% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).		200	
	Meets Standard: 40% - 60% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).		150	
	Does Not Meet Standard: 21% - 39% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).		75	
	Falls Far Below Standard: Less than 20% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatement of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c Employee Rights	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d Background Checks	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

25

Measure 1a
Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0.00

Notes

Measure 1b
Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0.00

Notes

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
			0.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
Does Not Meet Standard: Not applicable			
Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
			0.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a
Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		50	
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
			0.00

Notes

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
Meets Standard: Debt to Asset Ratio is less than 0.9		50	
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
			0.00

Notes

Measure 2c
Cash Flow

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	Points Possible	Points Earned
	0		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		50	
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
			0.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
Falls Far Below Standard: Not Applicable			
			0.00

Notes

HERITAGE COMMUNITY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	**0.00**	25	1%	0.00
	1b	25	2%	**0.00**	25	1%	0.00
Proficiency	2a	75	5%	**0.00**	75	4%	0.00
	2b	75	5%	**0.00**	75	4%	0.00
	2c	75	5%	**0.00**	75	4%	0.00
Growth	3a	100	7%	**0.00**	100	6%	0.00
	3b	100	7%	**0.00**	100	6%	0.00
	3c	100	7%	**0.00**	100	6%	0.00
	3d	75	5%	**0.00**	75	4%	0.00
	3e	75	5%	**0.00**	75	4%	0.00
	3f	75	5%	**0.00**	75	4%	0.00
	3g	100	7%	**0.00**	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				**0.00**			0.00
% of Possible Academic Points for This School				**0.00%**			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Young Reader - Reading Fluency	1	200	13.33%	**0.00**			
Economically Disadvantaged Students - Math Proficiency	2	200	13.33%	**0.00**			
Hispanic / Latino Students - Language Arts Proficiency	3	200	13.33%	**0.00**			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				**0.00**			0.00
% of Possible Mission-Specific Points Received				**0.00%**			0.00%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**1500**			1750		
TOTAL POINTS RECEIVED				**0.00**			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**0.00%**			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**0.00**
	1b	25	6%	**0.00**
	1c	25	6%	**0.00**
	1d	25	6%	**0.00**
Financial Management & Oversight	2a	25	6%	**0.00**
	2b	25	6%	**0.00**
Governance & Reporting	3a	25	6%	**0.00**
	3b	25	6%	**0.00**
Students & Employees	4a	25	6%	**0.00**
	4b	25	6%	**0.00**
	4c	25	6%	**0.00**
	4d	25	6%	**0.00**
School Environment	5a	25	6%	**0.00**
	5b	25	6%	**0.00**
	5c	25	6%	**0.00**
Additional Obligations	6a	25	6%	**0.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE OPERATIONAL POINTS				**0.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**0.00**
	1b	50	13%	**0.00**
	1c	50	13%	**0.00**
	1d	50	13%	**0.00**
Sustainability Measures	2a	50	13%	**0.00**
	2b	50	13%	**0.00**
	2c	50	13%	**0.00**
	2d	50	13%	**0.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE FINANCIAL POINTS				**0.00%**

HERITAGE COMMUNITY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.

3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.

b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

   i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.

   ii. Revised petitions shall clearly show the submission date of the revision on the title page.

   iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

   iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

   v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

   vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

    i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

    i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

HERITAGE
Community Charter School
1803 E. Ustick Road, Caldwell, ID 83605

Office: 208-453-8070
Facsimile: 208-453-8077

September 24, 2013

To: Public Charter School Commission
Re: HCCS Enrollment Policy

Heritage Community Charter School's enrollment policy as adopted in our charter follows IDAPA rule 08.02.04.203 of Rules governing Public Charter Schools.

Sincerely,

Robb MacDonald
Board Chair
Heritage Community Charter School

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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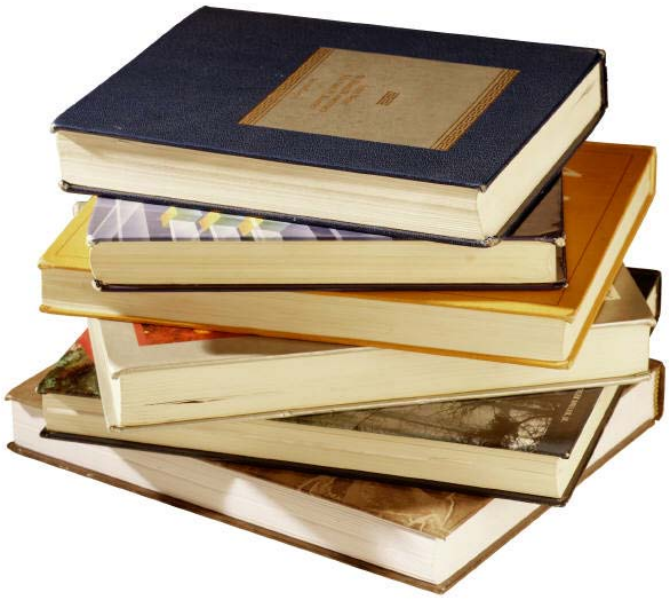


Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

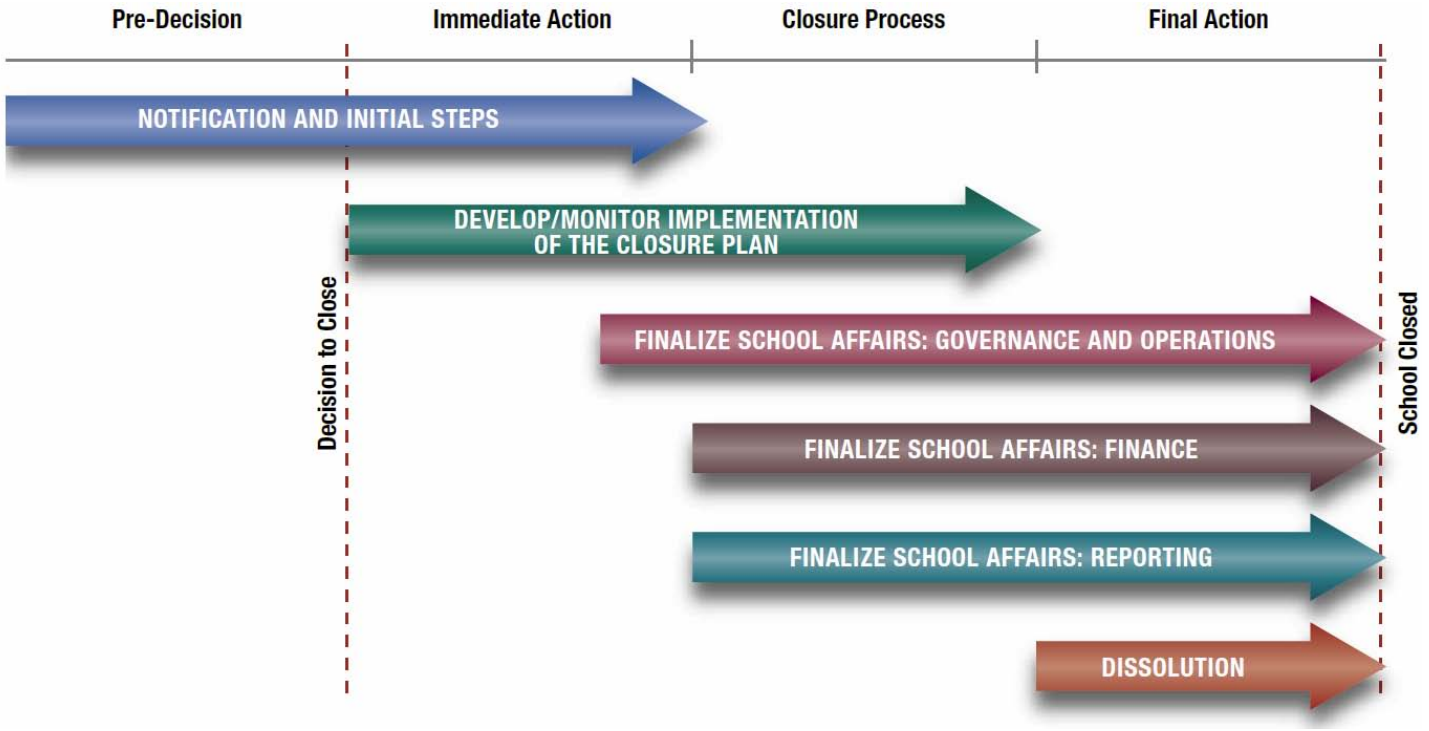
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

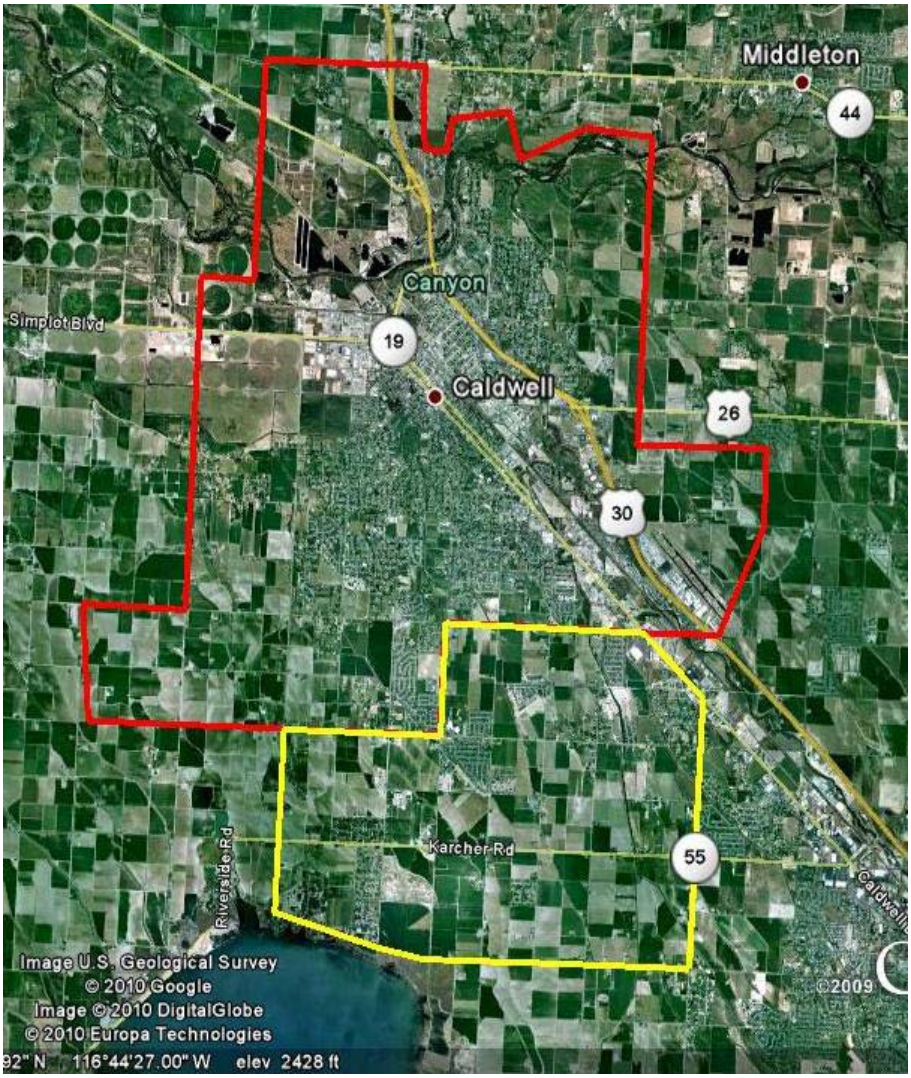
"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

Appendix J: Attendance Area Detail

Heritage Community Charter School
October 10, 2013

The red border indicates the boundary for Caldwell School District (boundary to the north). The yellow border (boundary to the south) indicates the additional area that combines with the district boundaries to constitute the Primary Area of Attendance.



SUBJECT

Rolling Hills Public Charter School Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B
I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with Rolling Hills Public Charter School (RHPCS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and RHPCS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the RHPCS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the Rolling Hills Public Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Rolling Hills Public Charter School, Inc. (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on September 17, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2005; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2005. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 10, 2013, and shall continue through June 30, 2018, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: The Rolling Hills Public Charter School mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.

B. **Grades Served.** The School may serve students in kindergarten through grade 8.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- Create a physically and emotionally safe learning environment;
- Utilize citizenship education through the Six Pillars of Character;

- Integrate service learning;
- Teach to the high through the core curriculum, including the Shurley method;
- Offer electives to middle school students.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance

Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. **Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. **Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. **Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. **In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 278 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:
Kindergarten- 24
1st Grade- 28
2nd-3rd Grade- 30
4th-5th Grade- 32
6th-8th Grade- 34

C. **Enrollment Policy.** The School shall make student recruitment, admissions,

enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 8900 N. Horseshoe Bend Rd., Boise, Idaho 83714. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: Residences within the following geographic boundaries: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an

independent auditor to the Authorizer no later than October 15 of each year.

D. Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. Termination by the School. Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. Nonrenewal. The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. Revocation. The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. Dissolution. Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. Disposition of School's Assets upon Termination or Dissolution. Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 10, 2013.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Rolling Hills Public Charter School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Rolling Hills Public Charter School
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter

PETITION FOR A CHARTER SCHOOL
TO THE IDAHO STATE CHARTER COMMISSION
SCHOOL YEAR 2005-2006

Rolling Hills Public Charter School

Submitted To:

Idaho State Board of Education
650 W. State Street
Boise, ID 83720

Submitted By:

Board of Directors
Rolling Hills Public Charter School, Inc.

May 27th, 2004

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Summary of the Petition for Rolling Hills Public Charter School

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

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

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

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

Innovative Features. Rolling Hills Public Charter School's innovative features include: a comprehensive

world history program; foreign language instruction; an innovative piano program; environmental education and community service program; a focus on reading and language excellence through the use of the Spalding method, and other unique teaching methods; and use of the Harbor method of discipline.

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

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

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

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

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

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

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

OVERVIEW

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

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

I. EDUCATIONAL PHILOSOPHY AND MISSION

A. Core Philosophy

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

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

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

B. Underlying Scope and Purpose

1. Target Student Population

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

2. Perceived Need for the Charter School

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

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

is the future, cultural literacy and foreign markets will be a focus.

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

3. Curriculum Focus

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

4. Core Values

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

5. Goal Attainment

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

6. School Status

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

C. Mission Statement

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

- curiosity,
- lifelong learning,
- clear oral and written communication,
- creative thinking,
- logical thinking and the ability to make informed judgments,

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

They will develop the following personal habits and attitudes:

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

II. CHARTER SCHOOL BOARD OF DIRECTORS

A. Governance Structure

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

1. Organizing Group or Advisory Board (Founders)

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

An Advisory Board member, or Founder, is hereby defined as a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of Directors.

a. Initial Formation

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

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

Name	**Occupation/Background***
Justin Reynolds	**Parent, Builder**
Doug Varie	**Parent, Attorney**
Nancy Despain	**Parent, Hidden Springs Charter School Volunteer**
Dr. Marilyn Ward	**Professional Educator**
Henry Kulczyk	**Representative for District 14-B**

*For additional information, please see attached resumes of Directors.

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

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

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

b. Selection and Replacement

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

c. Powers and Limitations

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

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

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

d. Relationship Between Board of Directors and School Administration

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

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

- vision and mission of school,
- instructional materials and supplies,
- resource allocation,
- state charter school requirements,
- school-wide community building,
- special services,
- contracted services,
- disciplinary support,
- public and media relations,
- business and community partnerships,
- curriculum, instruction, and assessment,
- professional development,
- employment and personnel issues,
- enrollment and attendance,
- formative/summative staff evaluations,
- facility conditions,
- transportation,
- climate for innovation and growth,
- staff and school morale,
- commission/board liaison,
- treasurer/keep budget and financial records,
- and supply annual reports to the Idaho State Charter School Commission.

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

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

e. Teacher/Parent Decision Making

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

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

1. Parents will receive a student/parent handbook at registration.

2. Parents will fill out an in-depth profile of their child.

3. Parents will be encouraged to attend two parent teacher conferences per year.

4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.

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

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

f. Community and Business Partnerships

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

g. Charter School Bylaws

Rolling Hills Public Charter School's Bylaws, and Articles of Incorporation under the Idaho Nonprofit Corporation Act are provided in Appendix B.

III. INSTRUCTION

A. Educational Program

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

B. Thoroughness Standards (Idaho Code 33-1612)

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

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

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

Objectives: Rolling Hills Public Charter School will:

- Follow the general philosophy of the Harbor School method.
- Develop a staff/student handbook to provide rules and guidelines for physical safety.

These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.

- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

- A resource officer from Ada County may be assigned to provide support for a safe environment.

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: Rolling Hills Public Charter School will:

- Follow the general philosophy of the Harbor School method.

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.

- Teach appropriate behaviors and foster responsible decision-making skills.

- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Rolling Hills Public Charter School will:

- Follow the general philosophy of the Harbor School method.

- Emphasize the importance of adults modeling important values at school.

- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.

- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

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

Objectives: Rolling Hills Public Charter School will:

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

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

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

Objectives: Rolling Hills Public Charter School will:

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

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

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

Objectives: Rolling Hills Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.

- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.

- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard g. The students are introduced to current technology.

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

Objectives: Rolling Hills Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.

- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

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

Objectives: Rolling Hills Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship in a democratic society and an interdependent world.

- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Rolling Hills Public Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward

system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

C. Instructional Methods

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

- The Subject Matter Method presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The Charter School plans to add computer-based learning to increase the efficiency of this method and to provide the opportunity for drills which are sometimes necessary.

- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.

- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.

- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

1. Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum of the Idaho State Department of Education as they are adopted.

RHPCS students will learn to:

- develop their aesthetic talents in music, visual arts, or performance,

- develop oral and written skills,

- develop oral and written skills in a non-native language,

- use knowledge and skills, think logically, and solve problems related to mathematics,

- have sufficient knowledge of science to be responsible users of scientific information,

- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world,

- and understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.

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

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

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

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

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

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

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

show learners how they can affect the future quality of our cities and health of our green spaces.

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

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

2. Improvement of Student Learning

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

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

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

Through the use of personalized goals, the Rolling Hills Public Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Rolling Hills Public Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Rolling Hills Public Charter School learns and grows.

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

3. Curriculum Requirements

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

4. Curriculum Development and Approval

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

5. Copies of Curriculum and Textbooks

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

6. Educational Programs and Services

Provision of educational programs and services such as physical education, HlV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board of Directors, Principal, and PFA will work together to determine the need for, and estimated cost and value of, these programs.

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

7. Academic Freedom, Controversial Issues, and Religion

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

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

D. Student Assessment

1. Student Educational Standards

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

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

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

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

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

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

2. Assessment of Student Educational Progress

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

Performance will be assessed on at least three levels:

- Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages;

- Attitudes and personal/academic habits will be assessed through teacher evaluations of projects and video presentations and parental input;

- Performance will be assessed relative to district and state developed standards using the Idaho Standards Achievement Test and other tests.

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

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

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

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

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

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

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

- a student baseline developed during the first year using Iowa Test of Basic Skills (survey test) results,
- a comparison of annual results with baseline scores to assess progress,
- grade-level and school composite scores,
- a graph of annual results showing year-to-year change,
- a graph of school scores relative to state and national averages,
- and disaggregation analysis to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Rolling Hills Public Charter School welcomes members of the Idaho State Charter Commission to monitor the administration of these standardized tests. The annual report of student progress will be made to the Idaho State Charter Commission no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide

formative and summative data to demonstrate that the school is meeting performance standards proscribed by the State. These data may also include emerging Idaho State Department of Education standards and/or Rolling Hills Public Charter School-developed criteria. *The Administrator will work with the State Department of Education to ensure compliance with Idaho's Statewide Testing Program or any other required assessments adopted in the future.*

E. Special Needs Students

Please refer to Appendix F—Special Education Manual

1. Special Education Services

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

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

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

d. Provide vision services to qualified students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Other Special Needs Student Services

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

3. Corrective Action

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

F. Instructional Arrangements

Rolling Hills Public Charter School plans to open in August of 2004. Grade organization will generally

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

G. Instructional Resources

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

H. Grading, Homework, and Promotion

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

I. Audit of Programmatic Operations

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

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

J. Accreditation

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

IV. STUDENTS

A. Admission Procedures

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

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

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

1. Public School Attendance Alternative

Because Rolling Hills Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. . Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Rolling Hills Public Charter School.

2. Over-Enrollment Procedures

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

a. Lottery pools will be established for each preference pool, starting with Founders' children, then siblings, then primary attendance area students, and finally outside of primary attendance area students. Applications will be drawn from the pools for placement on the waitlists and prioritized for a position in

the school according to the order in which the application was drawn. Those on the waiting list may be placed in the school at any time during the year should an opening occur. Available positions will be filled in order of preference, as mentioned in section IV. A. above.

b. Once on a waiting list, students will be required to reapply each year thereafter. Students wishing to be removed from the waiting list must make their request in writing to Rolling Hills Public Charter School.

c. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.

d. All over enrollment lotteries will be conducted by an independent third party with supervision by the Idaho State Charter Commission and RHPCS.

4. Non-Discrimination

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

B. Minimum Enrollment

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

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

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

1. Attendance Requirements

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

- *Employability—P*unctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.

- *Educational Benefits—R*egular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.

- *Success—S*tudents must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

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

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

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

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

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

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

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

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.

- The appeal process starts with the Principal. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.

- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

C. Student Rights and Responsibilities

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

Step 1: Parent/Guardian Incident *Written* Notification Procedure

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

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

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

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

D. Health and Safety

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

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
- Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:
    - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
    - Polices relating to preventing contact with blood-borne pathogens.
    - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
    - Policies relating to the administration of prescription drugs and other medicine.

- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.

- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

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

E. Student Activities

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

F. Student Fees

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

V. COMMUNITY RELATIONS

A. Public Relations

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

1. Recruiting and Marketing

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

2. Information Sharing

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

3. Public Information Personnel

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

B. Public Participation

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

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

1. Complaint Process

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

2. Public Accountability

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

C. Public Access

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

D. Public Conduct for Safe Schools

Rolling Hills Public Charter School's plans and policies for public conduct in the school which protects the

safety, welfare, and education of students, will be aligned generally with that of the Idaho State Department of Education's standards.

VI. PERSONNEL

A. Employment Practices

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

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

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

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

1. Professional Opportunities

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

2. Background Checks

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

3. Potential Applicants

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

4. Targeted Staff Size

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

5. Teacher Certification

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

B. Employee Benefits

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

C. Transfer Rights

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

1. A local school district-certificated employee who leaves the district for employment at a Charter School, but requests to be re-employed by the district within two (2) years of the date when he/she was last employed by the district shall be provided, if appropriate, with a position similar to the one held prior to leaving the district.

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

3. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a school district after two (2) years of the date that he/she was last employed by the district and who is seeking an assignment in a different area of certification as when he/she was formerly employed by the district must apply through the district's equal opportunity employment procedures.

4. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a local school district after five (5) years of the date that he/she was last employed by the district must apply through the district's equal opportunity employment procedures.

5. A Rolling Hills Public Charter School certificated staff member who has never been employed by the local school district and who wishes to be employed by the district, must apply through the district's equal opportunity employment procedures.

6. Return of a former local school district employee to the district during an academic year shall be at the sole discretion of the district.

7. Employment of teachers and administrator shall be on written contract in a form as

approved by the State Superintendent of Public Instruction, conditional upon a valid certificate being held by such professional personnel at the time of entering upon the duties of thereunder.

D. Experience for Salary Schedule

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

E. Collective Bargaining

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

F. Health and Safety

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

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

2. Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.

3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.

4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.

5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:

    - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.

    - Polices relating to preventing contact with blood-borne pathogens.

    - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.

    - Policies relating to the administration of prescription drugs and other medicine.

- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.

- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

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

G. Staff Development

1. Staff Development Plans

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

2. Technology Competency

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

VII. ADMINISTRATION

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

A. Day-to-Day Operations

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

B. Administrator Qualifications

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

VIII. FINANCIAL MANAGEMENT

A. Budget

1. Startup Budget

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

2. Long-Term Budget

A five-year budget and cash flow analysis is attached. (See Appendix E.)

B. Income Sources

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

1. Working Capital and Assets

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

2. Fundraising

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

C. Expenditures

Expenditures will be handled as described in the following sections.

1. Purchasing Process

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

2. Payroll Processing

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

D. Reports and Audits

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

1. Cash-Flow Projection

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

2. Annual Audit and Reporting

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

E. Financial Operations

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

1. Financial Management

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

2. Financial Management Personnel

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

3. Bonding

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

IX. NONINSTRUCTIONAL OPERATIONS

A. Insurance and Liability

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

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

1. Types of Insurance

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

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

2. Liability

RHPCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and it's employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code.

B. Transportation

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

C. Food Service

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

D. Clerical Services

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

1. School Records

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

2. Attendance Reporting

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

3. IRS Regulations

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

E. Custodial Services

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

X. SCHOOL FACILITIES

A. Facility Description

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

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

B. Lease/Purchase Documentation

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

C. Inspection Reports

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

XI. RELATIONS WITH THE COMMISSION

A. Commission/Charter School Communications

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

B. Length of the Contract

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

C. Project Timeline

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

D. Additional Services

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

E. Policy Manual

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

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

F. Additional Reporting

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

G. Right to Evaluate Contract Compliance

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

- visit the Charter School,
- review the Charter School's records and data,
- directly survey the Charter School's parents/guardians, students, or employees,
- audit the books of the Charter School,
- and pursue other reasonable means of determining accountability for the Charter School contract.

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

H. Dispute Resolution

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

I. Amending the Contract

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

J. Termination

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

1. Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract.

2. Failed to substantially meet one or more of the student educational standards identified in the charter contract.

3. Failed to meet generally accepted accounting standards of fiscal management.

4. Failed to submit required reports to the Commission.

5. Lost substantial support of the school's students, parents, staff, and/or community.

6. Shown that it is not in the best interest of students for the school to continue operation.

7. Violated any provision of law.

8. Filed for bankruptcy or financial reorganization and is unable to pay its creditors.

9. Except in emergency situations, the Idaho State Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the school's board of directors to be heard by the Commission before the Commission can terminate the charter contract.

10. A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education.

K. Dissolution

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

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission

Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1st Year Cash Flow	Update the 1st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

APPENDIX B: ARTICLES AND BYLAWS OF THE CORPORATION

BYLAWS
OF
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation

ARTICLE 1
OFFICES

Section 1.1 Offices
The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho as the Board of Directors ("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 Ada, State of Idaho.

ARTICLE 2
PURPOSE

Section 2.1 Purpose
The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Not withstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry- on any activities not permitted of:

(a) a corporation exempt from Federal income tax under Section 50l(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or

(b) 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 3
NO MEMBERS

Section 3.1 No Members
The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All

rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates
Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1 Board of Directors
The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than 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 of the Board of Directors
The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

Section 4.3 Election of Directors
(a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with provisions of Section 4.3 (c).

(b) No more than three (3) Directors may be a parent with one or more children attending the Rolling Hills Public Charter School.

(c) One of the Directors shall be appointed by the Board of Trustees of

(d) After the initial year of operation, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation at the Corporation's annual meeting. As used herein, "Stakeholders" shall mean the parents and guardians of pupils then attending Rolling Hills Public Charter School, faculty and employees of Rolling Hills Public Charter School, members of the Rolling Hills Public Charter School Parent-Faculty Association and such other persons and entities as the Board determines to be stakeholders of the Corporation.

Section 4.4 Term
(a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation half of the Directors, other than the Director appointed by the Board of Trustees of the Independent School District of Boise City, Boise, Idaho, shall be selected by lottery or other method to serve an initial term of only one (1) year.

(b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Section 4.5 Resignation and Removal
Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the 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.

Section 4.6 Vacancies
(a) 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.

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

(c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) 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

Section 4.6(b) 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 and 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 in public.

(d) 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.

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

Section 4.7 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 Employees
The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting
Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum
A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection
Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5
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 Ada, 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 Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. If the annual meeting of the Directors be not 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 Monday of each month if a Director sees the need to have a meeting during the month.

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 at the school bulletin board and at the Independent School District of Boise City, Boise, Idaho Office at least three (3) days, and not more than ten (10) days, prior to the meeting.

ARTICLE 6
OFFICERS AND DUTIES

Section 6.1 Officers
The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer

may serve concurrently as the 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 Chairman of the Board
The Chairman 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 Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman
In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary
(a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

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

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and 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.

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

Section 6.6 Removal

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

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7
FISCAL AFFAIRS

Section 7.1 Fiscal Year

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

ARTICLE 8
NOTICES

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be

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

Section 8.2 Waiver
A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 9
DISSOLUTION

Section 9.1 Dissolution
Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code.
- After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets, Idaho Nonprofit Corporation Act 30-3-113 (f) (ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has 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 public purpose as determined by the Board.

ARTICLE 10
AMENDMENTS

Section 10.1 Bylaws
New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the

amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Rolling Hills Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on 7/1/03 (date).

Justin S. Reynolds

Articles of Incorporation
Rolling Hills Public Charter School, Inc.

The undersigned, being a mature person of full age and a citizen of Idaho and the United States, naturally acting as the incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation:

Article 1

The name of the corporation is Rolling Hills Public Charter School, Inc.

Article 2

The corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Not withstanding any other provision of these Articles to the contrary, the corporation shall not carry- on any activities not permitted of:

(a) a corporation exempt from Federal income tax under Section 50l(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or

(b) 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 3

The principal office of the corporation is located in Ada County, Idaho. The street address of the registered office is: 372 S. Eagle Rd. #155, Eagle, Idaho 83616.

The registered agent for the corporation at such address is: Doug Varie

Article 4

The initial mailing address of the corporation is:
Rolling Hills Public Charter School, Inc.
372 S. Eagle Rd. #155, Eagle, ID 83616

Article 5

The corporation is a nonprofit corporation under the laws of the state of Idaho. The corporation shall have all powers allowed by law including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its officers, trustees, employees, 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 in Article 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article 6

The corporation shall exist perpetually or until dissolved according to law.

Article 7

The corporation shall have no members.

Article 8

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws as adopted from time to time by the Board of Directors.

Article 9

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than four (4) nor more than seven (7) directors. The names and addresses of the initial directors are:

Name	Address
Justin Reynolds	372 S. Eagle Rd. #155, Eagle, ID 83616
Doug Varie	372 S. Eagle Rd. #155, Eagle, ID 83616
Nancy Despain	372 S. Eagle Rd. #155, Eagle, ID 83616
Dr. Marilyn Ward	372 S. Eagle Rd. #155, Eagle, ID 83616
Henry Kulczyk	372 S. Eagle Rd. #155, Eagle, ID 83616

Article 10

The procedure for appointing and replacing Directors shall be set forth in the Bylaws.

Article 11

These Articles may be amended only upon the unanimous consent of all Directors.

Article 12

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

Article 13

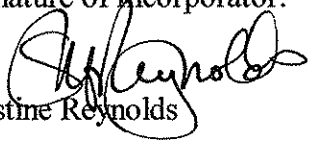
The names and address of the Incorporator is:

Kristine Reynolds 372 S. Eagle Rd. #155, Eagle, ID 83616

Article 14

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code.
- After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets, Idaho Nonprofit Corporation Act 30-3-113 (f) (ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has 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 public purpose as determined by the Board.

Signature of Incorporator:



Kristine Reynolds

Appendix E: Board Roster

Rolling Hills Public Charter School
October 10, 2013

Board Member Name	Office	Term	Email	Phone
Scot Carley	Chair	July 2013 - July 2014	scotcarley@me.com	208-863-9337
Jeremy Evans	Vice-Chair	July 2013 - July 2015	joevans3@gmail.com	208-887-8583
Jennifer Sweet-Fears	Member	July 2013 – July 2015	jenniferfears@q.com	208-867-8642
Tina Roehr	Secretary	July 2012 – July 2014	Roehrt50@gmail.com	208-939-3725
Jonathan Giles	Member	July 2012 – July 2014	giles@slhs.org	208-599-0482

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Rolling Hills Public Charter School Year Opened: 2005 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0.00

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			0.00

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0.00
	51-75	25	45-69	25	0.00
	26-50	25	31-44	14	0.00
	0-25	25	1-30	30	0.00
					0.00

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a
Advanced Opportunity

Coursework

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0

Points Earned

0.00

Notes

Measure 4b1
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0

Points Earned

0.00

Notes

Measure 4b2
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0

Points Earned

0.00

Notes

Measure 4c
Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00

0.00

Notes

MISSION-SPECIFIC GOALS

		Result	Points Possible	Points Earned
Measure 1	**Is the school helping students increase their pro-social behavior?**			
	Exceeds Standard: 90% to 100% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) inceased by one tier or more by the spring benchmark.		200	
	Meets Standard: 70% to 89% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) inceased by one tier or more by the spring benchmark.		160	
	Does Not Meet Standard: 40% to 69% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) inceased by one tier or more by the spring benchmark.		100	
	Falls Far Below Standard: Less than 40% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) inceased by one tier or more by the spring benchmark.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

		Result	Points Possible	Points Earned
Measure 2	**Is the school helping middle school students increase civic engagement through service learning projects?**			
	Exceeds Standard: 90% to 100% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		200	
	Meets Standard: 80% to 89% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		160	
	Does Not Meet Standard: 30% to 79% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		100	
	Falls Far Below Standard: Less than 30% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		0	
				0

Notes	The assessment tool to be used is the Civic Responsibility Survey Level 2 (Middle School) developed in 1998 by Furco, Muller, and Ammon at the Service Learning Research and Development Center, University of CA, Berkeley. Results will be reported by the school to the PCSC by October 1 of each year.			
Measure 3	**Is the school helping a high percentage of young students reach proficiency in reading?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: 95% -100% of 1st through 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI).		200	
	Meets Standard: 80% -94% of 1st through 3rd grade students achieved benchmark proficiency on the spring IRI.		160	
	Does Not Meet Standard: 50% -79% of 1st through 3rd grade students achieved benchmark proficiency on the spring IRI.		100	
	Falls Far Below Standard: Less than 49% of 1st through 3rd grade students achieved benchmark proficiency on the spring IRI.			
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a **Implementation of Educational Program**	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b **Education Requirements**	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c **Students with Disabilities**	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b **Credentialing**	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c **Employee Rights**	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d **Background Checks**	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00

Notes

INDICATOR 1: NEAR-TERM MEASURES

25

Measure 1a
Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0.00

Notes

Measure 1b
Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0.00

Notes

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
			0.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
Does Not Meet Standard: Not applicable			
Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
			0.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a
Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		50	
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
			0.00

Notes

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
Meets Standard: Debt to Asset Ratio is less than 0.9		50	
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
			0.00

Notes

Measure 2c
Cash Flow

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	Points Possible	Points Earned
	0		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		50	
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
			0.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
Falls Far Below Standard: Not Applicable			
			0.00

Notes

ROLLING HILLS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	**0.00**	25	1%	0.00
	1b	25	2%	**0.00**	25	1%	0.00
Proficiency	2a	75	5%	**0.00**	75	4%	0.00
	2b	75	5%	**0.00**	75	4%	0.00
	2c	75	5%	**0.00**	75	4%	0.00
Growth	3a	100	7%	**0.00**	100	6%	0.00
	3b	100	7%	**0.00**	100	6%	0.00
	3c	100	7%	**0.00**	100	6%	0.00
	3d	75	5%	**0.00**	75	4%	0.00
	3e	75	5%	**0.00**	75	4%	0.00
	3f	75	5%	**0.00**	75	4%	0.00
	3g	100	7%	**0.00**	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				**0.00**			0.00
% of Possible Academic Points for This School				**0.00%**			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Safe Learning Environment / Pro Social Behavior	1	200	13%	**0.00**			
Civic Engagement	2	200	13%	**0.00**			
	3	200	13%	**0.00**			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				**0.00**			0.00
% of Possible Mission-Specific Points Received				**0.00%**			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**1500**			1750		
TOTAL POINTS RECEIVED				**0.00**			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**0.00%**			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**0.00**
	1b	25	6%	**0.00**
	1c	25	6%	**0.00**
	1d	25	6%	**0.00**
Financial Management & Oversight	2a	25	6%	**0.00**
	2b	25	6%	**0.00**
Governance & Reporting	3a	25	6%	**0.00**
	3b	25	6%	**0.00**
Students & Employees	4a	25	6%	**0.00**
	4b	25	6%	**0.00**
	4c	25	6%	**0.00**
	4d	25	6%	**0.00**
School Environment	5a	25	6%	**0.00**
	5b	25	6%	**0.00**
	5c	25	6%	**0.00**
Additional Obligations	6a	25	6%	**0.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE OPERATIONAL POINTS				**0.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**0.00**
	1b	50	13%	**0.00**
	1c	50	13%	**0.00**
	1d	50	13%	**0.00**
Sustainability Measures	2a	50	13%	**0.00**
	2b	50	13%	**0.00**
	2c	50	13%	**0.00**
	2d	50	13%	**0.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE FINANCIAL POINTS				**0.00%**

ROLLING HILLS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.

3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.

b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

   i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.

   ii. Revised petitions shall clearly show the submission date of the revision on the title page.

   iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

   iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

   v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

   vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

    i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

    i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

ROLLING HILLS PUBLIC CHARTER SCHOOL
8900 HORSESHOE BEND ROAD
BOISE, ID 83714

ENROLLMENT

Rolling Hills Public Charter School (RHPCS) is a public school of choice chartered by the state of Idaho and as such is tuition-free. RHPCS will not discriminate based on race, color, gender, national or ethnic origin, religion, family, social, or economic status, and is open to all students, regardless of the public school district boundaries of residence.

The process by which students are admitted to RHPCS is very specific, and complies with Idaho Code, and all other applicable laws and regulations. The state requires that an annual lottery is conducted when demand exceeds the number of available openings. The lottery includes Kindergarten through Eight (8^{th}) Grade.

The Enrollment Lottery is conducted annually as a fair and equitable process to determine selection for students to fill the available openings. Once enrolled, students do not have to reapply in the lottery process to continue enrollment at RHPCS. Enrollment applications together with required documents must be submitted by the lottery application deadline as set forth annually by the Board of Directors, and do not rollover from year to year, thus a new application must be submitted each year for any previously non-enrolled child to be eligible for the enrollment lottery.

Admission preferences for enrollment of students in RHPCS follows the selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code, and IDAPA 08.02.04.203:

1. First Priority: Applicants who are children of founding families (those families that participated in the founding of RHPCS), provided that this admission preference shall be limited to not more than ten (10%) percent of the capacity of the school's enrollment.

2. Second Priority: Applicants who are siblings of currently enrolled RHPCS students.

3. Third Priority: Applicants living within the Primary Attendance Area. RHPCS' PAA is defined as residences in the Eagle/Boise/Garden City area that are within the following geographic boundaries: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.

4. Fourth Priority: Applicants who reside outside the Primary Attendance Area (residences outside the area described above).

The Grade-by-Grade enrollment of RHPCS is as follows:

- Kindergarten: twenty-four (24) students: a child must be five (5) years old on or before September one (1) of the year of Kindergarten enrollment.
- First (1^{st}) Grade: twenty-eight (28) students
- Second (2^{nd}) – Third (3^{rd}) Grade: thirty (30) students
- Fourth (4^{th}) – Fifth (5^{th}) Grade: thirty-two (32) students
- Sixth (6^{th}) – Eight (8^{th}) Grade: thirty-four (34) students

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho must submit a "lottery application" for the child to be considered for the Enrollment lottery or a "Letter of Intent to Enroll" for said child to continue to attend RHPCS. "Lottery applications" and "Letters of Intent to Enroll" may be mailed or delivered in person to the school, scanned and emailed, or faxed, but must be received by the set application or enrollment deadline.

Students are accepted on a first-come, first served basis after the enrollment period. Once available openings are filled, applicants will be added to a waiting list. If a child is selected to attend RHPCS (selected through the lottery process or taken from the waiting list), the parent or guardian will be contacted via email, and/or phone within five (5) days. Enrollment must be accepted within (forty-eight) 48 hours or the offer may be rescinded and offered to the next child in line. If enrollment is accepted, the parent or guardian must finalize the enrollment within (four) 4 business days by submitting completed enrollment forms along with copies of the child's birth certificate and immunization records with all Idaho school required immunizations up-to-date, or an immunization waiver.

If placement becomes available during the school year, the opening will be filled from the established waiting list. The open position will be offered to the parents of the first student on the waiting list. If declined, the open position will be offered to the next child on the waiting list, and so on until the open position is filled.

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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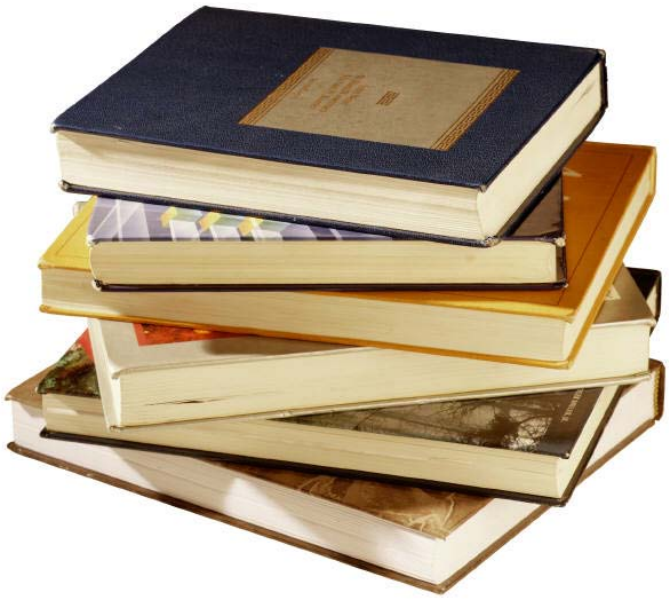


Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

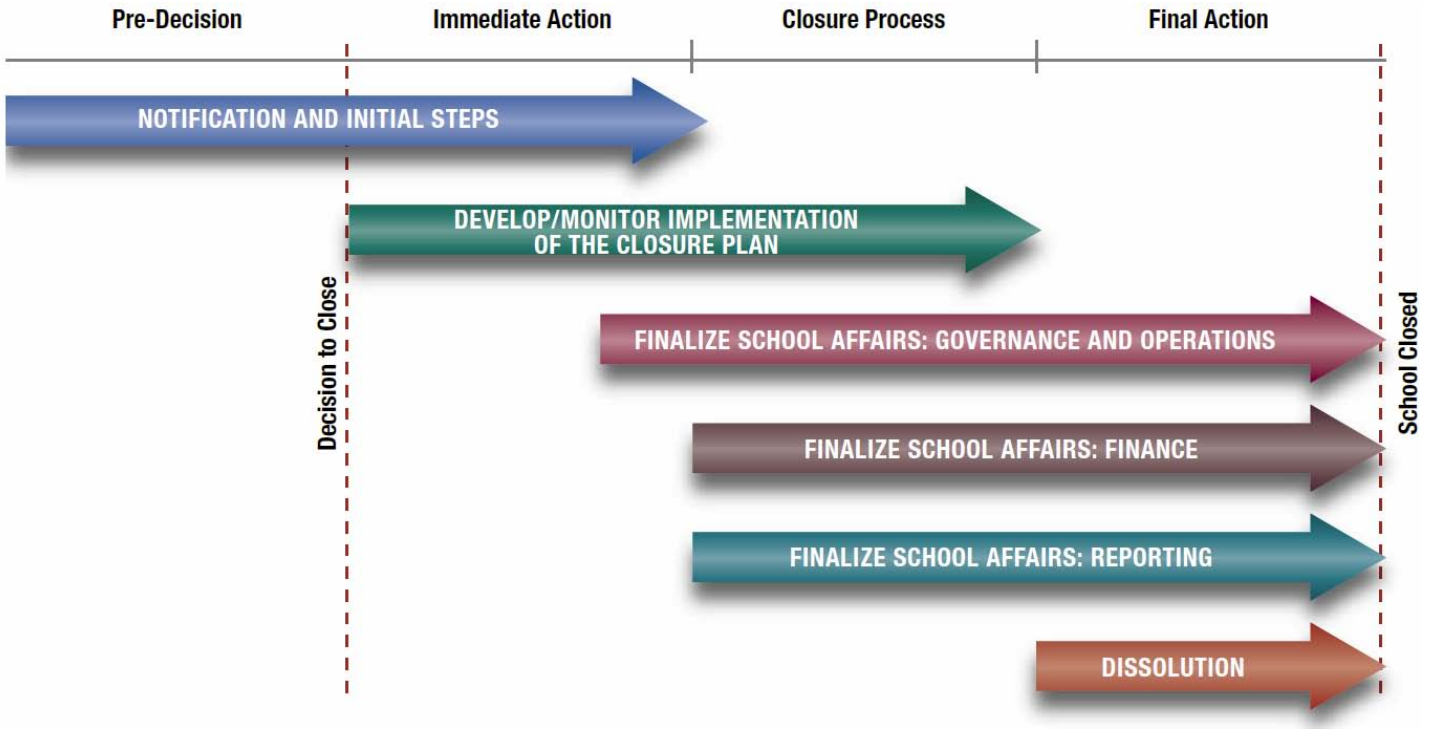
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

SUBJECT

Syringa Mountain School Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B
I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with Syringa Mountain School (SMS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and SMS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the SMS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the Syringa Mountain School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Wood River Waldorf Methods School, a Public Charter School, Inc. DBA Syringa Mountain School (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014; and

WHEREAS, on August 15, 2013, the Authorizer approved the charter petition (the "Charter") subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. Continued Operation of School. Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. Pre-Opening Requirements. Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2014. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 10, 2013, and shall continue through June 30, 2017, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.

B. **Grades Served.** The School may serve students in grade kindergarten through grade eight, per the approved growth table included as Appendix J.

C. **Design Elements.** The School shall implement and maintain the following essential

design elements of its educational program:

Use of a Waldorf-inspired program including:

- Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher;
- Application of curriculum designed to be developmentally appropriate and therapeutic for students;
- Implementation of a schedule organized to include Main Lesson, Practice Periods, and Specialty Subjects;
- Balance of academic studies with artistic and social activities;
- Alignment with the Idaho Common Core State Standards and Idaho State Standards;
- Fostering of strong parent involvement in the school, including provision of parent educational opportunities; and
- Creation of a safe learning environment through a positive but firm disciplinary approach.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report

on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. Required Reports. The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 520 students, with annual per-class and overall enrollment caps to be followed as outlined in the approved growth table attached as Appendix J.

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: Blaine County School District. An attendance area map is attached as Appendix K.

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate

governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. Termination by the School. Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. Nonrenewal. The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. Revocation. The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. Dissolution. Upon termination of the Charter for any reason by the Charter Board,

or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 10, 2013.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Syringa Mountain School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol
Appendix J: Enrollment Capacity Growth Table
Appendix K: Attendance Area Map

Appendix A

Conditions of Authorization
Syringa Mountain School

On August 15, 2013, the Public Charter School Commission approved the new charter petition for Syringa Mountain School contingent upon satisfactory completion of the additional revisions recommended in PCSC staff's August 6, 2013, petition review. "Satisfactory completion" will be determined by PCSC staff. PCSC policy specifies that the revisions must be approved by PCSC staff no later than the next, regular PCSC meeting, scheduled for October 10, 2013, in order for the petition approval to become final.

Appendix B: Charter

SYRINGA MOUNTAIN SCHOOL

Cultivating the Head, Heart and Hands

A Petition to Establish a Public Charter School Beginning in August of the 2014–2015 school year. Opening with Grades K–5 the first year and adding additional grades each subsequent year through 8th grade within or near the city of Hailey, Idaho

Available to all Idaho students with a primary attendance area consisting of Blaine County School District No. 61

Initially submitted to Public Charter School Commission May 17, 2013

Contingent Approval Received on August 15, 2013

Full Approval Confirmed on October 1, 2013

Contact: Dr. Mary Gervase
208-720-6327,
Post Office Box 3531, Hailey, Idaho 83333
marymgervase@yahoo.com

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

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ACKNOWLEDGEMENTS

We were most fortunate to incorporate so many ideas and practices from others who have gone before us to show us the way. We aspire to create a school modeled on your good work. Thank you.

The Mountain School, Kate Woods and the Woods Family who began this journey for all of us!

Desert Star Charter School, Journey School, a Public Charter School, Mountain Sage Community School, Palouse Prairie School of Expeditionary Learning, Sage International School of Boise, The Sage School, Tomorrow River Community Charter School, Waldorf School of Cape Cod, Waldorf School of Baltimore, Wisteria Charter School, Yuba River Charter School, Michelle Clement Taylor, School Choice Coordinator, Idaho State Department of Education, Dr. Nick Hallett, Commissioner, Idaho State Public Charter School Commission and Idaho Capacity Building Project and Don Keller, Principal, Sage International School, Alison Redman Henken, Public Charter School Commission Program Manager, Mike Schlatter, Randy Flood, Dale Bates, Svea Grover and so many others.

Our sincerest gratitude.

SMS Founders: Ben Rogers, Joy Spencer, Travis Scott, Phoebe Pilaro, Greg Bloomfield, Don Keller, Kate Sokoloff, Laurie Wertich

TAB 1 EXECUTIVE SUMMARY, VISION AND MISSION STATEMENTS

EXECUTIVE SUMMARY

Wood River Waldorf Methods School, a Public Charter School, Inc, Doing Business As (DBA) Syringa Mountain School, is answering the call from Wood River Valley Families to provide a unique, rigorous, holistic, free, public school of choice to all families who choose it. Slated to open August 2014, this will be the **first** public Waldorf charter school in Idaho and the **first** public school of choice in the Wood River Valley.

What is Syringa Mountain School? It is a K-8 public school choice that

- ✓ Nurtures the intellect, imagination, and emotional life of each child.
- ✓ Offers a rigorous, relevant, balanced, and memorable liberal arts education.
- ✓ Incorporates sustainable living practices and experiential learning through daily animal husbandry and gardening skills.
- ✓ Infuses academics with singing, painting, drawing, flute, violin, storytelling, handwork, and drama.
- ✓ Touches children's hearts and kindles their imaginations.
- ✓ Inspires children to live engaged and successful lives, prepared to meet the demands of their world

What is Waldorf education?

Waldorf education is the fastest growing independent educational movement in the world. In the U.S. alone, there are over ***50 public Waldorf charter schools*** and 129 private schools. Approximately 1000 Waldorf schools and 1,600 Waldorf early childhood programs span 91 countries and five continents. Waldorf education is truly global, not only in its scope, but also in its approach.

While many Waldorf schools are private, The George Lucas Educational Foundation reported in 2009 that the number of public schools inspired by Waldorf educational methods is growing fast, fueled in part by the passage of the No Child Left Behind Act and the charter school movement. [1]

This educational model is a compelling public education option, incorporating new and different research based strategies that improve and enhance both student achievement, cognition and social emotional health.

> Offering a "*Waldorf-inspired, liberal arts and arts integrated education designed to promote the growth and development of the whole child, and incorporating sustainable living practices and experiential learning in a K-8 public school setting. Our school fosters the intellect, nurtures the imagination, and recognizes the emotional life of each child. Our aim is to inspire children to live engaged and successful lives, prepared to meet the demands of their world.*"

The philosophy of Syringa Mountain School is founded upon the conviction that children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The role of the school is to nourish and guide this natural exuberance, energy and delight in the quest for meaning and knowledge. Creative approaches in which the arts are integrated into academic learning serve to wholly engage the child and provide an experiential, multi-sensory context for understanding intellectual concepts. The experiential study of world cultures enriches the student's expanding world-view, giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. The school's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility, but also a sustaining degree of intellectual curiosity, creative thinking, problem solving and creative self-expression, as well as valuable interpersonal and intrapersonal life skills. Class teachers stay with the same group of Waldorf students, advancing through the grades for multiple years, allowing for trusting relationships to be established and true mentorship to take place.

The Waldorf-inspired approach to education recognizes that certain capacities emerge in students at fairly predictable stages, while also allowing for individual rates of maturation and uniqueness. This appreciation for the metamorphosis of comprehension underlies both the organization of the curriculum and the changing methods of teaching. Classrooms, materials used and curriculum cultivate a sense of beauty, wonder and deep respect for the natural world, affirming that the intelligence and imagination of the young child is best developed without the use of technology; up to grade six computer technology is used only as a practical necessity for computer based testing, library and research purposes. Learning a second language begins in first grade. The joy of music enhances cognitive development throughout all of the grades. Cooperation and self-advancement is encouraged rather than outwardly directed competition. The goal of this educational experience is to enable students, as fully as possible, to freely choose and realize their individual path through life. The school community is further connected through optional seasonal programs and festivals.

Waldorf or Waldorf-inspired?

The term "Waldorf" is trademarked, protected and available for use only by private education institutions, with guardianship held by the Association of Waldorf Schools of North America (AWSNA). The use of standardized and required testing, as well as the removal of certain aspects of traditional Waldorf curriculum and practices, means that Syringa Mountain School is not a true Waldorf school, and thus, cannot claim to be one in title. The rise of public, charter schools inspired by Waldorf methods and curriculum is leading to the possible development of criteria through which public, Waldorf-inspired charter schools could become accredited. The Alliance for Public Waldorf Education, of which Syringa Mountain School is a member, is the primary support network and advocacy group for Waldorf-inspired charter schools in the United States. SMS intends to continue its membership with the Alliance for Public Waldorf Education, remaining informed about future developments in this regard.

Where did the idea for the school come from?

Our vision for a charter school using Waldorf-trained teachers and Waldorf methods began three years ago. The Wood River Valley is home to one of only two Waldorf schools in Idaho. For the

past 7 years, a non-profit private school located in Bellevue, Idaho, The Mountain School has educated children of the Wood River Valley. With the downturn in the economy over these past three years, the school is slated to close its doors. A group of interested, passionate and active parents and staff began to investigate founding a public Waldorf school that would bring this methodology into the public arena. Through their research, they uncovered the national burgeoning public Waldorf charter school movement and began communicating with schools in Colorado, California, Washington and Oregon. Recognizing that traditional school settings work well for most children but not all, this group is now presenting this petition to diversify the educational opportunities for students and parents in the Wood River Valley through establishing Syringa Mountain School. The results of a survey of prospective students **(Appendix O**) have produced 142 interested students (125 K-5, and 17 preschool). **76** names of registered voters (**Appendix B**) is an indication of the broader community interest and support for this school choice.

What does the research say?

There is a growing body of research substantiating Waldorf practices and curriculum and their holistic, balanced approach to education. Although research is cited throughout this document, these studies are indicative of this growing research pool.

> In a recent study, 2011, public Waldorf schools were compared to traditional public schools using their district standardized test scores in Reading and Math. Test score results suggested the Waldorf experience provided a slower academic build-up resulting in lower test scores in Kindergarten and the early primary grades followed by higher levels of advanced performance by the 8th grade.[2]
>
> Waldorf students are less exposed to standardized testing; such tests are generally absent or minimal in the elementary school years. Despite this, U.S. Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures.[3] Studies comparing students' performance on college-entrance examinations in Germany found that as a group, Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system,[4] and that students who had attended Waldorf schools for their entire education passed at a much higher rate (40% vs. 26%) than those who only had part of their education at a Waldorf school.[4] Educational successes of private Waldorf schools may partially reflect the social status of their students.[5]
>
> In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform," a study published in 2008 in the journal *Encounter: Education for Meaning and Social Justice*, researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman found that students tested below peers in language arts and math in the second grade, but they matched or tested above their peers in the same subjects by eighth grade. [6]

A 2009 study comparing Waldorf and public school students in New Zealand found that the Waldorf students, who had no formal instruction in reading in pre-school or kindergarten, caught up in reading ability by around age 10, at which point there was "no difference in reading achievement between children who had been given early instruction in reading and those who had not". [7]

Despite their sometimes lessened exposure to standardized testing situations, U.S. Waldorf pupils' SAT scores have typically come above the national average, especially on verbal measures. See Todd Oppenheimer's “Schooling the Imagination” article in Atlantic Monthly, Sept. 1999, for detailed analysis. [8]

“Our findings from the QCA suggest that public Waldorf schools are able to provide a more holistic experience for their students, while giving them the ability to be ultimately successful in academics over the course of a K-8 education. This study draws into question the value of early test scores as predictors for later performance for students in Waldorf schools. Based on our data, early test scores provide poor predictive value as to the quality of education of Waldorf students are receiving at least as measured by test scores and national rating scales. This lack of correspondence of test scores to qualitative measures of schools performance should be a considerable concern for policy makers who support testing in the early grades. If we are to gauge schools based on test scores then these tests should at least be reliable measures of student outcomes in later grades. If not, then we must question the expense, time and stress of testing at all. Until reliable measures of school quality are available, the impact of testing should be minimized, especially in the lower grades” (Larrison, 2012).

European schools Waldorf research

A 2008 report by the Cambridge-based *Primary Review*, found that "educational alternatives, including Steiner-Waldorf schools and home schooling, produce better academic results." [9]

A 2005 UK Department for Education and Skills report noted significant differences in curriculum and pedagogical approach between Waldorf/Steiner and mainstream schools and suggested that each type of school could learn from the other type's strengths: in particular, that state schools could benefit from Waldorf education's early introduction and approach to modern foreign languages; combination of block (class) and subject teaching for younger children; development of speaking and listening through an emphasis on oral work; good pacing of lessons through an emphasis on rhythm; emphasis on child development guiding the curriculum and examinations; approach to art and creativity; attention given to teachers’ reflective activity and heightened awareness (in collective child study for example); and collegial structure of leadership and management, including collegial study. Aspects of mainstream practice which could inform good practice in Waldorf schools included: management skills and ways of improving organizational and administrative efficiency; classroom management; work with secondary-school age children; and assessment and record keeping.[10]

A 2006 PISA study of Austrian students found that Austrian Waldorf students are above average in science. The Waldorf students did best in understanding the questions raised

by science and the ability to solve scientific problems and were also above the OECD average for their joy and interest in science. [11] The authors concluded "The relatively high expertise in science among Waldorf students, in combination with their very high motivation and interest in these subjects, as well as the various pedagogical principles, suggest that regular schools can learn from the Waldorf schools, particularly with regard to concrete application to the sciences."[12]

Creativity

A study comparing the drawing ability of children in Steiner/Waldorf, Montessori and traditional schools concluded that "the approach to art education in Steiner schools is conducive not only to more highly rated imaginative drawings in terms of general drawing ability and use of color but also to more accurate and detailed observational drawings,"[13] while another study found that Waldorf pupils average higher scores on the Torrance Test of Creative Thinking Ability than state-school students.[14]

At Risk Students

The Thomas E. Mathews Community School in Yuba County, California serves high-risk juvenile offenders, many of whom have learning disabilities. The school switched to Waldorf methods in the 1990s. A 1999 study of the school found that students had "improved attitudes toward learning, better social interaction and excellent academic progress."[15] This study identified the integration of the arts "into every curriculum unit and almost every classroom activity" of the school as the most effective tool to help students overcome patterns of failure. The study also found significant improvements in reading and math scores, student participation, focus, openness and enthusiasm, as well as emotional stability, civility of interaction and tenacity.[16]

Ida Oberman, author of *The Waldorf Movement in Education from European Cradle to American Crucible 1919–2008*, is so convinced that Waldorf holds answers for urban school reform that in August she launched a Waldorf-inspired school of her own: the Community School for Creative Education in nearby Oakland, California, now in its second year of operation (Oberman,2010)

While most Waldorf schools are elementary, the Bill & Melinda Gates Foundation helped launch the first public Waldorf high school four years ago at the George Washington Carver School of Arts and Science in Sacramento, California. Test scores have since risen dramatically: In 2008, 67 percent of 11th-graders scored “far below basic” or “below basic” in English; in 2011, just 12 percent did.

The most comprehensive research to date on North American Waldorf graduates spanned 60 years of US and Canadian Waldorf high school graduates, from 1943-2005 produced these results. [17]

Where Did the Respondents Attend College?

20 Colleges and Universities Most Frequently Attended by U.S. Graduates	*20 Colleges and Universities Most Frequently Attended by Canadian Graduates*
1. Oberlin College (incl. music conservatory)	1. Capilano College
2. University of California, Santa Cruz	2. Simon Fraser University
3. Hampshire College	3. University of British Columbia
4. Boston University	4. University of Toronto
5. University of California, Berkeley	5. Camosun College
6. Temple University	6. Ontario College of Art & Design
7. Smith College	7. University of Victoria
8. New York University	8. Burlington College
9. Emerson College, Boston	9. Carleton University
10. Elmira College	10. Concordia University
11. Wheaton College	11. Dalhousie University
12. Wesleyan University	12. Emily Carr Institute of Art and Design
13. University of New Hampshire	13. Hebrew University of Jerusalem
14. Earlham College	14. Malaspina University-College
15. Bennington College	15. McGill University
16. Adelphi University	16. Memorial University of Newfoundland
17. Sarah Lawrence College	17. NSCAD University
18. Santa Rosa Junior College	18. TEC de Monterey, Mexico
19. Goddard College	19. West Coast College of Massage Therapy
20. Cornell University	20. Toronto School of Homeopathic Medicine

Waldorf Graduates Exceed General U.S. Population in Humanities and Science Majors

Declared Majors	Waldorf Graduates between 1991–2002	General U.S. Population between 1991–2002
Arts & Humanities	39.8%	14.6%
Social & Behavioral Sciences	29.9%	10.9%
Life Sciences	9.9%	6.2%
Physical Sciences & Math	2.8%	2.0%
Engineering	1.8%	6.4%
Computer & Information Sciences	2.5%	6.1%
Education	2.1%	7.3%
Business & Management	4.6%	19.3%
Health	5.6%	11.6%
Other Technical & Professional	0.4%	9.7%
Vocational & Technical	0.7%	4.4%

> Perhaps the most significant support for Waldorf education comes from an unlikely source, findings from the brain sciences and the emerging field of Mind, Brain and Education (MBE). MBE is a program cofounded by one of the central figures in modern holistic approaches to education, Howard Gardner. The primary goal of this initiative as defined by another of the founding members, Kurt Fischer is "to join biology, cognitive science, development, and education in order to create a sound grounding of education in research" (Fischer, 2009, p. 3). MBE is a growing field that holds promise for holistic educators (Sousa, 2010; Tokuhama-Espinosa, 2011) and is especially compatible with Waldorf education. . [18]

These results support further investigation into the Waldorf approach and indicate it may have potential for guiding pedagogy towards a more holistic approach in public education. Future research should examine the emergence of cognitive capacities such as creativity, flexibility, and innovation specifically in students participating in public Waldorf schools. Syringa Mountain School is working with Boise State University and the Pesky Learning Center to provide this research base as the school is launched (**Appendix E).**

Why the Wood River Valley?

Current research continues to add greater credence to this unique three dimensional, well rounded view of human development- the development of children's mental, emotional and physical capacities; also called thinking, feeling and willing; heart, head and hands. Utilizing this cutting edge research, Syringa Mountain School intends to serve as an education innovation incubator for the Blaine County School District and other Idaho school districts.

While the Blaine County School District provides a number of excellent educational choices to parents and families. Syringa Mountain School proposes a significantly different educational choice that is not presently available and is in demand both locally, nationally and internationally. The Syringa Mountain School, will educate children of the Wood River Valley with a Waldorf inspired curriculum, a biodynamic farm experience and an empowering wilderness skills program, thanks to a cadre of committed and visionary staff and parents. The school will initially offer Kindergarten through 5th grade classes, expanding through 8th grade as the school population grows.

Typically, Waldorf education is only available in private school settings, accessible only to those in the upper economic echelon of our society. We strongly believe that education inspired by Waldorf methods and curriculum should be made public and tuition-free so that all who wish to attend have the option to do so, regardless of their socioeconomic status. In this way, we can ensure social justice in school choice. In addition, Hailey, Idaho is the ideal home for a public school where Waldorf and sustainable living methods are practiced; Syringa Mountain School reflects and represents the values of a growing population in our community.

Who Syringa Mountain School will serve

Syringa Mountain School is planned to open the fall of 2014, with students in Grades K–5 the first year and adding additional grades each subsequent year through 8th grade. The school will be located within or near the city of Hailey, Idaho. The school will be available to all Idaho students

with a primary attendance area consisting of Blaine County School District No. 61. Syringa Mountain School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs.

How student and school success will be defined

Syringa Mountain School will provide an exceptional, time-tested and research-based, educational experience for students. By supporting the local need for Waldorf methods and sustainability in a public school setting, the school will inspire and educate families in our area. We define success to include:

- **Achieve a three star rating or higher through the Idaho State Department of Education Statewide Accountability Rating System.***
- **Educate students able to compete academically with their public education counterparts**. By the end of 8th grade, SMS students will equal or surpass their counterparts as measured by State assessments.
- **Institute a Thriving and Complete Waldorf-Inspired Program (pre-K - 8):** Ensure that all Waldorf-inspired programs are in place and thriving, and that all teachers are Waldorf-trained.
- **Model of Financial Stability**: Create the conditions for a productive and stable revenue flow to the school, ensure that teachers and staff are fairly compensated, all programs are properly funded, and a school campus is affordably financed.
- •**Foster Effective Communication within our School Community**: Develop systems and mechanisms to enhance communication within the school community.
- **Nurture an Engaged, Waldorf-Inspired Community Committed to Sustainable Volunteerism**: Organize and promote the active participation and collaboration of parents and others in a way that taps but does not exhaust all parents in the community.
- **Design and Build a Beautiful, Eco-Friendly Campus**: Ensure that the new campus is built to enhance and teach about sustainability, and that it contains all the spaces needed to advance a vibrant, Waldorf-inspired curriculum.
- **Involve SMS within the Blaine County Community**: Reach out to the broader community to 1) enhance the school's image, 2) broaden its funding base, and 3) increase mutually beneficial collaborations and partnerships, 4) expand the uses of the school campus making it available to community groups and schools and 5) educate county residents about the merits of Waldorf-inspired education.
- **Create a Biodynamic Farm and Wilderness Education Program**: Develop a farm-based curriculum that teaches the principles of biodynamic farming, and that uses the school campus for hands-on farming and wilderness skills experiences for all students.
- **Inspire** children to live engaged and successful lives, prepared to meet the demands of their world as educated and responsible human beings.

*In addition to the State growth and achievement measures, student achievement will be additionally measured and evaluated using the variety of methods indicated by the Waldorf education model such as whole child rubrics, portfolio reviews, parent teacher conferences, and narrative report cards.

These multiple measure, formal and informal approach to assessment is a critical component to schools employing Waldorf methodology. In a recent study, public Waldorf schools were compared to traditional public schools using their district standardized test scores in Reading and Math. Test score results suggested the Waldorf experience provided a slower academic build-up resulting in lower test scores in Kindergarten and the early primary grades followed by higher levels of advanced performance by the 8th grade.[2] This study as well as numerous earlier studies, suggest that public Waldorf schools are able to provide a more holistic experience for their students, while giving them the ability to be ultimately successful in academics over the course of a K-8 education.

These results support further investigation into the Waldorf approach and indicate it may have potential for guiding pedagogy towards a more holistic approach in public education. Future research should examine the emergence of cognitive capacities such as creativity, flexibility, and innovation specifically in students participating in public Waldorf schools. As holistic education grows in the public sector, there is the need to support the approach as reliable and valid. SMS is working with Boise State University and the Pesky Learning Center to provide this research base as the school develops **(See Appendix E).**

Mission: Cultivating the Head, Heart and Hand.

Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.

Vision

Syringa Mountain School will be a highly sought after public school providing a rigorous integrated educational program through a whole-child approach to learning. By integrating traditional Waldorf methods and curriculum with the Idaho Common Core State Standards and Idaho State Standards, children will emerge from Syringa Mountain School with a life-long passion for learning, well prepared for the transition into other academic programs, as creative thinkers, engaged citizens with a strong work ethic, and prepared to become stewards of the earth and its many diverse communities.

Syringa Mountain School will embrace the key aspects of the local sustainability movement, providing students and their families with an increased connection to their local environment. By utilizing the rich community resources of Blaine County and through ongoing cultivation and development of the school's garden and farm, all children will be enabled to deepen their connection with the earth, self and community.

As a result of attending Syringa Mountain School, students will demonstrate

- Reverence and stewardship for self, others and the earth.
- Creative and imaginative thinking.
- Critical thinking and good judgment.

- Literacy.
- Responsibility and self reliance.
- Lifelong learning.

TAB 2 PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER

Proposed Operations *Organization: Ref. Idaho Code 33-5204(1)*

SMS is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Articles of Incorporation for SMS were filed with the Secretary of the State of Idaho July 10, 20132. SMS obtained a Employer Identification Number 35-2450616 on 7/24/2012. The 501(c) (3) application was received by the IRS on September 26, 2012 (See Appendix A), and is anticipated to be approved late July 2013.

A. Founders

Our vision for a charter school using Waldorf-trained teachers and Waldorf methods began three years ago. The Wood River Valley is home to one of only two Waldorf schools in Idaho. For the past 7 years, a non-profit private school located in Bellevue, Idaho, The Mountain School, has educated children of the Wood River Valley. With the downturn in the economy over these past three years, the school is slated to close its doors. A group of interested, passionate and active parents and staff began to investigate founding a public Waldorf school that would bring this methodology into the public arena. Through their research, they uncovered the national burgeoning public Waldorf charter school movement and began communicating with schools in Colorado, California, Washington and Oregon. Recognizing that traditional school settings work well for most children but not all, this group is now presenting this petition to diversify the educational opportunities for students and parents in the Wood River Valley through establishing Syringa Mountain School.

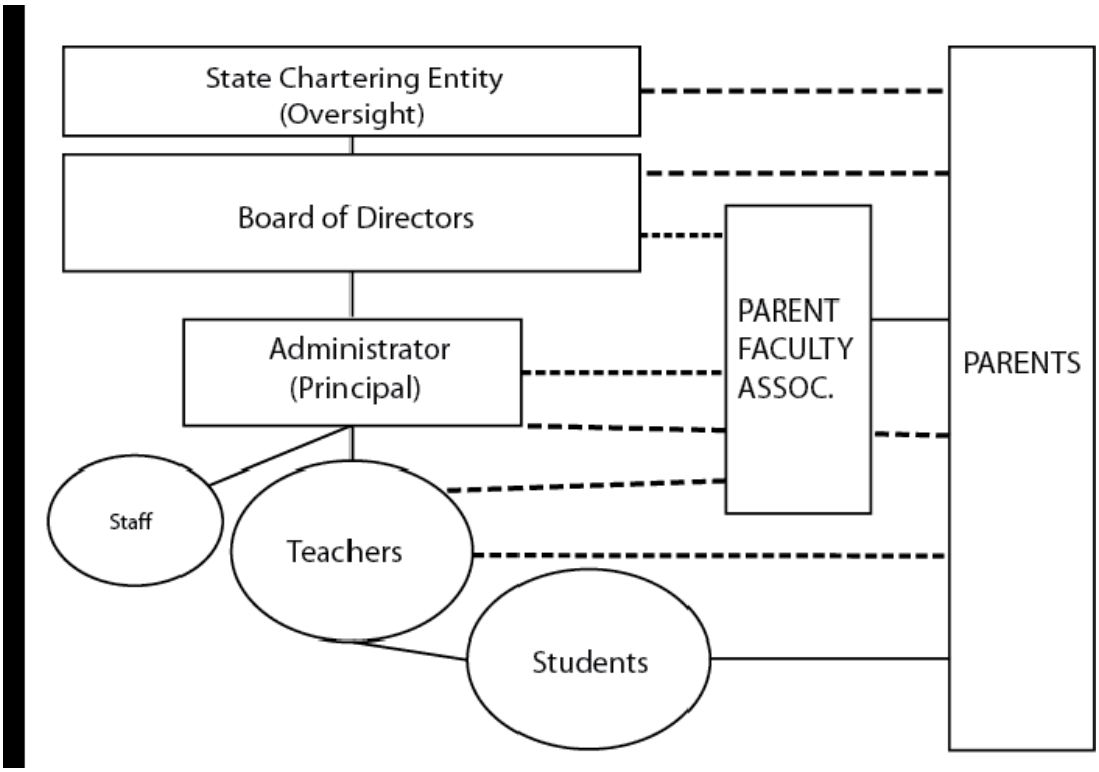
The Founders of Syringa Mountain School represent a larger group of interested and committed parents, educators, and community members (See Appendix D).

B. Board of Directors

The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to SMS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the SMS Corporate Bylaws addressing the Idaho Open Meeting Law. Upon approval, members of the Board are deemed public agents to control SMS. The Board has all the power and duties afforded to a board of directors. SMS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

C. Organizational Flow Chart

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



The organizational chart (from American Heritage Charter School) above includes, but is not limited to, the following details:

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business.
2. The Board will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, programs, or curriculum.
3. The Board will, when necessary, adjudicates disagreements between parents and the administration.
4. The Administrator/Designee represents the Board as the liaison between the Board and SMS community.
5. A committee, not to exceed four (4) members, comprised of the Administrator/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades K-8) teachers.
6. The Administrator supervises, directly or indirectly, all employees of SMS. The Administrator will make the final recommendation to the Board concerning hiring per IDAPA 33-523.

7. The administrative staff's primary functions will be management of SMS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:

a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;

b. provide effective and responsive communication with staff, students, parents, and other citizens; and

c. foster staff initiative and rapport.

8. SMS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Administrator.

D. Operation and Maintenance of Charter School Facilities

SMS seeks to maintain and operate facilities in a safe and healthful condition. The Board will ensure that all students have access to all facilities regardless of disabilities by utilizing available resources or contracting with appropriate entities to ensure appropriate accommodations. The operation of SMS's facilities will be the responsibility of the Administrator/Designee. The Administrator/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain SMS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

E. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

Potential Effects *Idaho Code § 33-5205(4)*

Syringa Mountain School will actively recruit students from its primary attendance area, the Blaine County School District. Opening a charter school in Blaine County SMS the will directly impact the district financially.

This concern was expressed by Superintendent Lonnie Barber during the April 9, 2013 board work session focused on an in-depth examination of the proposed charter school. The May 10, 2013 Mountain Express Newspaper article captured the quote as,

> District Superintendent Lonnie Barber also expressed concerns about a funding loss for the district, speculating that the majority of the charter school students would be taken from the district. "That's 120 kids that take $5,000 each from the School District," Barber said. The Board Chair was also cited in the article as saying, School Board Chairman Steve Guthrie, who visited The Mountain School earlier that day, said: "I saw wonderful things going on. We want you to be successful, but we do have to ask tough questions

and sometimes it comes down to money." **(Appendix M)** (The BCSD Board just passed a $79 million budget for their 3402 student population as compared to SMS's $680,437 for 165 students. BCSD spends approximately $13,009 per student compared to the state allocation of $4277).

Notwithstanding, general agreement was expressed by the BCSD Board both formally and informally, that the unique Waldorf Methods program will offer a new opportunity for parents specifically seeking a different school choice and innovative curriculum.

In Year 1 of opening, SMS will enroll ~~have~~ a maximum of 165 students which represents 5% of the present 3402 Blaine County School District student population (Taken from BCSD website and dated September 2011. In subsequent years, if interest increases and at the rate envisioned, SMS enrollment could total 440 students, which represents 11 % of the projected 4062 BCSD student population in 2019-20. See **Appendix R** for available BCSD enrollment trends.

Presently the BCSD is a closed district. It is conceivable SMS could enroll students outside of the primary attendance area that are unable to attend the local schools even if their parents are employed in the area. Although this number is impossible to estimate, it is estimated approximately 2540 workers commute daily as referenced in the Blaine County Transportation Plan August 21, 2012.

SMS could provide some relief for present overcrowded BCSD facilities. The BCSD Board did not approve the proposed construction of a new elementary school. See September 12, 2012 article from the Idaho Mountain Express; Enrollment declines at county schools: plans for new elementary on hold (**Appendix R).**

SMS would provide an additional educational option for local private school students and home school students thereby attracting new families into the public school education arena. See **Appendix R** for attendance area map and descriptions.

A May 2012 electronic survey indicated that all but two families currently sending their children to a local private Waldorf school (slated to close prior to the new school opening), would enroll their children in the new charter school. Of the 59 survey responses returned, 57 support the creation of the public charter school and would send their children to the school (**Appendix O)**.

There are numerous benefits that could be realized by both education entities. SMS has been in discussion with Superintendent Lonnie Barber about contracting with the district for services such as special education, transportation, child nutrition and testing and assessment. Although the discussions have been amicable, no formal agreements have been pursued at this time. Contracts such as these provide a more seamless service for our families who may move their children between the two school systems.

SMS has also been in discussion with the district on how SMS can benefit BCSD staff and students. **Appendix R** includes a letter of clarification to Dr. Barber and the Chair of the Board Mr. Guthrie outlining some of these benefits that had been discussed at a lunch meeting.

Additionally, it has been suggested to the Board and Superintendent that they a district liaison be provided from the district to serve on the SMS Board to facilitate mutually beneficial decisions and transparent communication.

Target Market

SMS is a school of choice open to all interested Idaho students and their families living within the primary attendance area consisting of Blaine County School District No. 61. There is a proven demand that Blaine County, Idaho needs this type of education to take the form of a public school (**Appendix N**).

The Waldorf community in Blaine County began 7 years ago as The Mountain School (TMS), a private PreK-3 school. The ratio of private paying tuition families to scholarship requesting families has reversed over the 7 years forcing the school to close its doors. SMS anticipates attracting the families who attended the private school.

Year:	Total	Scholarships (represents any amount of scholarship)	
2007-8	22	12	
2008-9	29	8	
2009-10	28	15	
2010-11	30	15	
2011-12	32	11	
2012-13	39	16	
2013-14	39	24	Final year of operation

Target Population and Primary Attendance Area

The school will open in the fall of 2014 initially serving kindergarten through 5th grades. The school will start with two classrooms of kindergarten (two half day programs) and one classroom each of 1st through 5th grades. Each year thereafter, as enrollment allows, an additional class will be added to each grade and an additional grade through 8th grade. All expansion decisions will be at the discretion of the Board of Directors based on enrollment demand and adequate finances and facilities.

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

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

The new school will be located in the city of Hailey. The primary attendance area for Syringa Mountain School will be identical to the attendance boundaries of the present school district, Blaine County School District (BCSD). See **Appendix R** for primary attendance area map.

Facilities *Idaho Code § 33-5205(4)*

The SMS Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of SMS is to provide a facility in a convenient location that will

both ensure the safety and enhance the education of our students. All sites have been considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board has determined that the school would be located within or near the city of Hailey, the population center for the Wood River Valley. The Board has determined that Syringa Mountain School will open in the fall of 2014 in either leased facilities, purchased facilities or a combination thereof.

Four options are provided in **Appendix K** that will require purchase and leasing of property and portable buildings. Additionally, Option 5 consists of leasing an existing office space in conjunction with leasing the closed private school facilities are also being considered as less desirable but realistic short term options. These facilities and any future facilities will be in compliance with ADA requirements and health and safety laws.

An anonymous donation of $500,000 has been received, greatly increasing the ability of SMS to open the school on its preferred and permanent location, even if in temporary facilities. The Board acknowledges a capital campaign will be initiated upon successful school authorization.

Option 1

The most likely option is on Aspen Street and is a 3.04 acre vacant property in the city of Hailey, Zoned General Residential which allows for schools, meaning no other entitlement proceedings would need to occur. At 3.04 Acres this site is fully self contained and would suffice for the future needs of the school. This location fits the ideals of the Waldorf principles. It is near, 100 feet from the entrance to the Draper Preserve, a public nature conservancy owned by the Wood River Land Trust. This location provides immediate access to the riparian corridor adjacent to the Big Wood River. This site is NOT in any subdivision, and thus has no covenants conditions and restrictions. It is partially treed, and is a long rectangular parcel that provides excellent street access on a relatively quiet street.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school. The site location is optimal as it is only 2 blocks from Hailey main Street, and is located between two residential neighborhoods. There is sufficient onsite and street parking to accommodate the city requirements.

We are in verbal contact with the seller, whose asking price is $750,000 (Seven Hundred and Fifty Thousand Dollars), which we are proposing to pay as the price and suggesting either a 501(c3) charitable donation for a portion of the $750,000 and or seller financing for 50% of the price on a three-year note at 5% interest only.

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be $2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 2

On Woodside Blvd, this 3.44 acre vacant property in the city of Hailey, Zoned Limited Business which allows for schools, meaning no other entitlement proceedings would need to occur. At 3.44 Acres this site is fully self contained and would suffice for the future needs of the school. This location fits the ideals of the Waldorf principles. It is near a canyon that rises to the ease of Hailey, and would suffice for nature walks for the students. There are two separate parcels that we would combined and are subject to a development agreement with the City of Hailey calling for .94 acres to be developed as a park. In discussions with the city planner, Micah Austin, the schools farm facilities and gardens would likely suffice this development agreement need so long as they were accessible to the public.

There is sufficient onsite and street parking to accommodate the city requirements. This site is proximate to Woodside Elementary School and presents excellent transportation capabilities.

We are in verbal contact with the seller, whose asking price is $511,000 (Five Hundred and Eleven Thousand Dollars), which we are proposing to pay as the price and the seller appears to be willing to receive 50% for down payment and carry a three-year note at 5% interest only for $255,500.00

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be $2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 3

This is located on 410 West Bullion Street. These property would be great, but we defined the status as possible because there are two different ownership groups. The .98 acre is in the city of Hailey zoned General Residential which allows for a school. The proposed contiguous leased ground (2-3 Acres) is in Blaine County and would be contemplated as our farm a garden area. The county Zoning permits this use.

This site would total 3.98 acres. Currently 410 W Bullion Street has 3 residential dwellings which would likely be leveled. The county property is vacant currently. If the 410 W Bullion Street property is purchased and the grounds contiguous are leased, this should be sufficient for the future needs of the school.

This location fits the ideals of the Waldorf principles. It is nearly river front property, adjacent to walking easements allowing access to the Draper Preserve and Lions Park. This location provides immediate access to the riparian corridor adjacent to the Big Wood River. This site is NOT in any subdivision, and thus has no covenants conditions and restrictions. It is partially treed, and is relatively square parcel and provides excellent street access from West Bullion. There is sufficient space to accommodate the three modular classrooms that are contemplated.

This site addresses the need for parking with the city of Hailey. At Lions Park, over 100 cars can be parked in proximity to the location.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school.

We are in verbal contact with the seller of 410 W Bullion, whose asking price is $698,000 (Six Hundred and Ninety Eight Thousand Dollars). On the contiguous county parcel, we are in contact with the owner's agent and the annual rents are anticipated to be minimal less than $5000 per year. The challenge of this site is that we lack the current capital to purchase 410 W Bullion outright and the seller is not in a position to finance the sale. Furthermore, we have two owners to negotiate with as opposed to just one entity for our other choices.

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be $2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 4

This is located at 1970 Woodside Blvd. A Total of 2.88 Acres with existing 20,000 square feet (approximate) shell of a building as well as an aged metal building that covers three tennis courts and is approximately the same size. The zoning is Limited Business and allows for a school.

The challenges surrounding this location are the cost to finish the building. We have preliminary budgets of $1.5 Million to complete the necessary improvements, not including the swimming pool that is part of the building. Furthermore, we would need to scrap some unfinished foundations on the south portion of the property. We would need to have a capital campaign to raises the funds required for this site.

These property would be great, but we defined the status as possible because of the expenses associated with its acquisition.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school.

We are in verbal contact with the seller of Copper Ranch, whose asking price is $799,000 (Seven Hundred and Ninety Nine Thousand Dollars). We have the room for temporary structures if the building or capital is not raised in time for our opening in September of 2014.

Option 5

The last option would be to lease an existing office/motel building temporarily while leasing the closed private school facilities for limited class sessions. A large part of SMS's curriculum is delivered through and using a farm, garden and wilderness setting. Office buildings typically have not had any yard or grass areas included. The Mountain School is located on 2 1/2 acres with an existing classroom building that can legally accommodate 40 students. An additional classroom inside the main home was used for a preschool and can accommodate 10 students. The property is located on the north end of Bellevue, but on the southern boundary of the city of Hailey. Due to the occupancy restrictions, the Board has discussed the possibility of leasing the

property for two smaller classes with the remainder of the school located in a separate location. They have also discussed using the campus to deliver the farm and garden curriculum having two classes of students spend the day at the site each week. One office and one motel are being considered. Because these are leased, the Commission staff indicated we would not need to complete the facilities template at this time. **Appendix E** includes a letter from the owners of The Mountain School indicating their willingness to lease the facilities. Appendix E also includes two emails discussing possible lease arrangements.

The lease of the school would include as follows:
(1) Facilities, all currently utilized by The Mountain School:
(a) School Building, 2,000 sq. ft.
(b) Office, 400 sq. ft.
(c) Pre School Room, 300 sq. ft.
(d) Farm Yard, Garden, Playground, 1/2 acre
(e) Parking Lot
(2) Term of one year with option to extend for three years,
(3) Monthly rental rate equal to the market rate, currently approximately $1,000,
(4) SMS will pay all utilities

Administrative Services Idaho Code § 33-5205(4)

SMS plans to remain viable based on a solid management structure representing all levels of constituents and strong leadership. In addition, SMS believes that recruitment and retention of highly qualified and committed faculty and staff are absolutely necessary for long-term sustainability.

A. Relationship with the authorizing chartering entity:

SMS will report directly to the authorizing entity, the Idaho Public Charter School Commission. The Board of Directors will serve as the liaison between SMS and the authorizer Idaho Public Charter School Commission.

B. Staffing plan/number of employees.

In the most likely budget scenario, SMS will be staffed initially with 6.5 teachers, 1 paraprofessional and one full time administrator.

C. Administrative services

Administrative services for the school will be provided by the school Administrator (state certification required), with support from the Board of Directors. The school Administrator will be a full time position. An administrative assistant will complete paperwork and required reporting, in addition to other duties. Oversight will be provided by a contracted business manager and accountant to manage the school's fiscal affairs. As the student population grows and financial allocations from the state increase accordingly, a full time business manager will be hired. An independent financial audit will be performed each year by an independent auditor not affiliated with SMS.

D. The Administrator

The Administrator shall assume broad responsibilities concerning but not limited to:

1. Curriculum, instruction, and assessment
2. Instructional materials and supplies
3. Resource allocation
4. State charter school requirements
5. School-wide community building
6. Special services
7. Contracted services
8. Disciplinary support
9. Public and media relations
10. Business and community partnerships
11. Professional development
12. Employment and personnel issues
13. Enrollment and attendance
14. Staff evaluations
15. Facility conditions
16. School climate

E. Operational and reports

Annual financial reports will be presented to the Board of Directors. The Administrator will also serve as the liaison between SMS, parents, and SMS's Board of Directors. The Board of Directors will report the results of the audits to the Public Charter School Commission. Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, fees (where appropriate), and donations. The SMS Board is ultimately responsible to its authorizer, and at least one members will be present during every meeting of the authorizer for which SMS is on the agenda.

F. Services

Administrative services will be selected and evaluated by SMS's Board. Teachers will be employed by the school Administrator and through the use of a written Idaho Standard Teachers' Contract in a form approved by the state Superintendent of Public Instruction. School personnel will be required to hold the appropriate Idaho teaching certifications and endorsements. SMS teachers will hold highly qualified status under the No Child Left Behind Act (NCLB) or will work towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as the American Board for Certification of Teacher Excellence (ABCTE) or other state-approved program. Any teachers teaching a class in a specific content area will be highly qualified in that content area. Teachers who are not highly qualified will have waivers from the State Department of Education.

G. School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

H. School Calendar

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board. (Draft calendar **Appendix T)**

I. Holidays/Commemorative Day

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

J. Instructional Hours

The Board will provide the minimum number of instructional hours for students at each grade level.

K. Records Management

The Secretary and/or Clerk will be the custodian of records under the supervision of the Administrator/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and SMS policy.

L. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance: The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom SMS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually. No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish

to SMS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

1. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of SMS; and
2. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

M. Day-to-Day Operations

The Administrator, in coordination with the SMS Board of Directors, will determine the day-to-day operations of SMS. Please refer to the budget figures in Appendix G and H for staffing numbers.

N. Insurance for Liability and Property Loss

The Idaho Pubic Charter School Commission, Idaho State Department of Education and the Blaine County School District shall have no liability for acts, omission, debts or other obligations of SMS, except as may be provided in the Charter.

Syringa Mountain School-will procure and maintain a policy of general liability insurance and errors and omissions insurance. SMS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, in the instance of leased facilities, both the facility provider and SMS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than $1,000,000 per person, $5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name SMS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and SMS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage. A copy of the proof of insurance will be given to the authorizer each time it is renewed for continuous coverage.

Pursuant to Idaho Code § 33-5204(2), the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of SMS. SMS will have the same role as traditional public schools in matters of civil liability. The appropriate insurance and legal waivers of liability will be obtained from outside groups using SMS facilities.

SMS shall provide to the Idaho Charter School Commission copies of insurance binders issued by companies authorized to conduct business in Idaho. The binders will contain SMS's policies for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and errors and omissions insurance. Additional proof of insurance will be provided as required by the Commission.

TAB 3

DEFINITION OF AN EDUCATED PERSON, EDUCATIONAL PHILOSOPY, EDUCATIONAL PROGRAM GOALS, EDUCATIONAL THOROUGHNESS STANDARDS, SPECIAL EDUCATION SERVICES, DUAL ENROLLMENT

EDUCATIONAL PHILOSOPHY

"I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America… Waldorf schools provide a program that…not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities."—Elliot Eisner, Professor of Education at Stanford University and former President, American Association for Educational Research [20]

Waldorf education is built upon enduring human traits and needs, making it just as relevant today as it was in Steiner's generation. Our global society faces progressively more complicated political, social, economic, scientific, health, and environmental challenges. There is an undeniable urgency to educate our children for the 21st century. A seismic shift is underway as we move from a society built on the logical linear, computer-like capabilities of the Informational Age to the inventive, empathetic, big-picture capabilities of what is taking its place- the Conceptual Age. [21] Students must become expert communicators and decision makers. [22] We must prepare our future generations to thrive in careers we can't even imagine will exist, and Waldorf education is uniquely positioned to meet this need.

DEFINITION OF AN EDUCATED PERSON

Definition of an Educated Person

Syringa Mountain School draws upon a time-tested yet innovative educational tradition. Our definition of an educated person in the 21st century is derived from this context. [19]

An educated person must demonstrate:

☐ REVERENCE AND STEWARDSHIP: A sense of reverence empowers students with the ability to develop an understanding and appreciation for the interdependence of all life. Students with a strong sense of reverence reflect this knowledge through conscientious respectful actions involving themselves, other people, and the world around them. They have appreciation for truth, beauty and the world. They connect with others. They are compassionate, communicative, grateful, and strive to build interdependent relationships, which positively impact the world.

☐ CREATIVE AND IMAGINATIVE THINKING: Creative and imaginative thinking empowers students with the ability to think unconventionally, to question assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. They also act on opportunities and show willingness to take reasonable risk.

☐ CRITICAL THINKING AND GOOD JUDGMENT: Critical thinking and sound decision-making empower students with the ability to assess the credibility, accuracy, and value of the information that barrages them every day. Critical thinkers and wise decision-makers analyze and evaluate information while still honoring their intuitive capacities. They think through solutions and alternatives and explore new options if their approaches don't work. This often entails working well with diverse peoples to make reasoned, ethical decisions and take purposeful action.

☐ LITERACY: Literacy empowers students with the ability to read, write, listen and articulate in compelling ways. Literacy goes beyond the traditional meaning to also include people who are mathematically competent, scientifically and technologically adept. They develop their creative and physical abilities as well.

☐ RESPONSIBILITY and SELF-RELIANCE: A strong sense of responsibility empowers students with the ability to be vital, disciplined, and hard-working individuals. Responsible people take initiative, self-regulate, and are fully accountable for their own actions. They honor their capacities and have a *can-do* attitude. They follow-through on commitments and honor their word.

☐ LIFE LONG LEARNING: Students in the 21st century must be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent people if they are to know how to best learn and therefore thrive in an ever-changing world.

How Learning Best Occurs

At the core of SMS's educational program is the conviction that education is an art as well as a science. Each child is regarded as an integrated being whose physical, emotional, and intellectual capacities will grow and thrive in response to guided cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities. Each lesson engages the student's needs for doing, feeling, and thinking. In addition to the core academic areas, additional specialty subjects are crucial to the program. For example, music, movement, visual and performing arts, practical and expeditionary activities are all integral to the curriculum.

The sequence, timing, and presentation of the curriculum are designed to be developmentally appropriate as well as therapeutic for students who are facing the challenges of modern childhood. Instruction is organized using a schedule, which includes *Main Lesson, Practice Periods, and Specialty Subjects.* The breadth of Specialty Classes, combined with the depth of Main Lesson, and the reinforcement of Practice Periods creates a curricular offering reminiscent of a *renaissance-based* education.

The founders of SMS believe that a Waldorf-based program has distinctive features that create an environment where learning best occurs:

Specially Tailored Curriculum:

As a public charter school, SMS blends Waldorf inspired methods and curriculum with the Idaho Common Core State Standards and Idaho State Standards. The result is an integrated, rigorous and relevant curriculum with these unique features:

***Age-Appropriate Schooling*:**

SMS's developmental guidelines for when content is presented are in alignment with prevailing theories of cognitive development such as those of Erik Erikson, Jean Piaget, Maria Montessori, and John Dewy. [23] In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent. [24] SMS's methods are, whenever possible, aligned with these developmental windows.

The Teacher:

SMS teachers understand the word *educate* is derived from the Latin word *educare*, meaning "to bring forth" or "draw out." Teachers create a classroom environment where each student is honored, allowing learning to be free from inhibition or fear. This also enables the class teacher to gain detailed insight into each child, facilitating more in-depth assessment and encouraging resolution of problems, leading to better results.

***Teacher Looping*:**

A core principle of the school's program is that a cohort of students' moves through multiple grades together with the same class teacher in a process called *looping.* The class teacher, while not the only teacher with whom the group has contact, is the adult who acts as class guardian. The class teacher provides leadership for the class and continuity over several years of development. The resulting connection between student and teacher acts as a guarantor for student well-being, while placing an emphasis on relationships as a means for learning. Mutual respect leads to trust and strong relationships. Renowned educational researchers have cited specific advantages to the looping model, including the following*:*

- ☐ Instructional time is maximized
- ☐ Teachers increase their knowledge about a child's intellectual strengths and weaknesses in a way that is *impossible* to achieve in a single year
- ☐ An emotional and intellectual climate that encourages complex thinking, risk-taking, and involvement
- ☐ Improved standardized test scores [25]

***Rhythms in Learning*:**

The Waldorf-inspired approach sees consistency as a vital element of learning. During the school day the rhythm of learning ebbs and flows. There is a balance of experience between concentration and relaxation, mental and practical work, movement and stillness, listening and participation, observing and doing. Such rhythm sparks interest, maintains attention, and supports children physiologically. [26] Rhythms extend beyond the classroom walls on multiple levels. For instance, the school's master schedule of classes is set so students engage in most of their intellectual work in the early hours of the school day, when their brains are particularly alert. Another example of school wide rhythm is the celebration of the seasonal festivals, which provides a natural sense of continuity and connection. Parent-partners are supported in their efforts to establish clear and predictable patterns on the home front as well (bedtime rituals, sharing family stories, reading, chores, meals, etc.). As a result of these concerted efforts,

students are provided with a strong and secure foundation that fosters healthy development and resiliency.[27]

***The Role of the Arts*:**

The arts are integrated throughout the school curriculum for several reasons. The visual and performing arts develop the aesthetic sense and support the students' emotional life. For this reason, study of the arts is central to the program. Secondly, artistic activities such as painting, drawing, drama, singing, and instrumental music are combined with core academics to enrich and enliven learning. The arts stimulate the various intelligences in each student.[28] Art projects are thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes.

Research has proven that students who study the arts consistently perform better in academic pursuits.[29] Recent scientific studies show that music enriches a person's thinking capacities and overall well-being. In one study, researchers increased students' music lessons from one to five a week while cutting back on math and language studies. After three years these students were as good at math as those who had stayed in the standard curriculum, and even better at languages. Researchers also found the music students to be more cooperative with one another.[30]

A study conducted by Dr. Carrie Norlund found students who were educated with Waldorf-based arts integration reported numerous benefits, including divergent thinking, internalized knowledge through on-going visual stimuli, emotional intelligence, balance, self-perception, creativity and strength of will. [31]

A recently published report on Neuroeducation calls for the use of music and the arts, not as a means of enrichment, but as a means of building cortical circuits critical for success in writing, reading and mathematics (Hardiman, Magsamen, McKhann, & Eilber, 2009). [32]

***Learning from Whole-to-Parts**:*

The learning process is integrated and holistic so material is comprehensible and connected across disciplines. Learning typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas are presented within the broader context first and then broken down into smaller pieces. This practice is particularly evident in the presentation of *Main Lesson.*

Story and Ethics:

Another key feature of the SMS learning program is *storytelling.* Stories direct attention to personal experience, thereby increasing students " intrinsic" motivation to learn, as well as their sense of ethics. SMS teachers tell stories *from the heart* and in *their own words.* During Main Lesson teachers recite compelling stories to students of all ages. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

In his book, *The Literary Mind*, cognitive scientist Mark Turner writes that stories are fundamental instruments of thought.[33] Stories are important cognitive events because they encapsulate information, knowledge, context and emotions into one compact package. [34] The story is one of the basic tools invented by the human mind for the purpose of understanding because stories convey complex ideas in a memorable and meaningful way. The integration of art and writing with learning stories enable children to face and accept their own circumstances. Difficult emotions such as isolation, anger or fear can be implicitly addressed by the teacher in story form, thus allowing students to come to terms with their own needs. Conflicts in the classroom can also be worked out through the use of tailored stories.

Teaching through stories has been proven to equip students with deep empathy and strong ethics.[35] The pedagogical story is used in Waldorf education to give children strong moral pictures. This has proven far more effective than moralizing, confronting or criticism. Subsequently, a sense of right and wrong is developed in the individual as well as the community of the class. An American study found that Waldorf-educated students scored significantly higher on a test of moral reasoning than students in traditional high school *and* students in a religiously affiliated high school. Waldorf students are also far more likely to voice opinions based on sound principles.[36] In his well-known books on the development of a moral and spiritual intelligence in children, child psychologist Robert Coles stresses an immersion in moral stories. [37]

***Preservation of Childhood*:**

To ensure optimal learning, the school prioritizes the preservation of childhood. Premature intellectual demands are avoided and skills are introduced at appropriate ages; fostering a cooperative non-competitive environment. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, appropriate autonomy and a wholesome environment. [38]

Imagination at Work:

As advocates for childhood, SMS works to establish a culture free from consumer-oriented messages and commercial images. Today's children are immersed in an electronic environment. According to a recent study by the Kaiser Family Foundation, by the time the average child reaches 7th grade he spends more time with media than with parents, physical activity, homework, and chores combined. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being.[39] Research indicates children use less mental effort when processing information from electronic media than they do from print. The concern is that children who are exposed to heavy doses of electronic media may never learn to process information in the complex way that facilitates creative achievement.

***Healthy Nutrition*:**

Nutrition and schooling performance go hand in hand. Simply put, bad eating habits negatively affect student attendance, achievement, and behavior. As a result, we have strongly established school-wide nutritional guidelines to improve learning and to embed positive lifelong habits into the educational environment.

***Physical Activity*:**

The qualities of physical fitness and health enhance the students' welfare and academic achievement. Each child is encouraged to rise to his/her individual physical potential. Movement activities, dance and other forms of creative physical expression are infused into the everyday curriculum as well as meaningful work through the garden and farm lessons. To the greatest extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement.

***Parental Involvement*:**

Parent participation is a keystone of our program. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement.

Active parents strengthen the school on many levels. As a charter school the individual skills, talents and interests of the parent body are resources which the school depends on. Additionally, strong partnerships with parents bring greater meaning and purpose to education by integrating the children's school life into their family life and into their community.

Successful parent involvement requires ongoing parent education. Parents organize and attend lectures, book talks, support groups, school festivals and class meetings-all of which focus on child development as well as specific aspects of the educational program. The school community is further connected through optional seasonal programs and festivals.

Safe Environment:

Effective discipline is essential to the learning environment. Students need to feel safe and protected in order to be free to learn. To ensure this, age-appropriate behavior expectations are insisted upon. A positive but firm approach to discipline allows students to be gradually led towards self-discipline. SMS teachers are confident authorities who exercise strong leadership creating a healthy environment worthy of imitation. SMS understands that discipline is about teaching versus punishing. Compassionate Communication (**Appendix U**) and Teaching With Love and Logic are the researched based discipline models used (**Appendix U**).

EDUCATIONAL PROGRAM

Syringa Mountain School's curriculum places equal emphasis on a strong academic foundation, artistic expression, social development, and attention to the needs of each child. According to William Butler Yeats, "Education is not the filling of a pail, but the lighting of a fire." Waldorf education engages a child's intellect, imagination, will and sense of aesthetics. How a subject is taught is equally important as what is taught, hence the use of movement and arts in the curriculum. The research-based, time-tested pedagogical methods designed by Dr. Rudolf Steiner are at the heart of this mode of education. Waldorf methods inspire student volition, inquisition and creativity because classroom activities involve three key areas—the head (thinking), the heart (feeling) and the hands (willing). [40]

Some introductory highlights of the Waldorf approach to teaching:

Music, art, and movement are greatly employed in the learning process. Those emphasized are dance/eurhythmy, water colors, flute/recorder and in later years violin/cello, songs in the round, knitting and crocheting, wood carving and nature crafts.

- Story-telling is used to awaken imagination, build vocabulary and oral language, retain attention and teach subjects such as math, history, geography, social studies, writing and reading.
- Emphasis is put on nature and environmental stewardship. Children will spend much time outside exploring the world around them gaining a deeper understanding of science and nature studies.
- Children are taught real-life tasks such as housekeeping, cooking, fiber arts and gardening.
- Technology is de-emphasized in the early years at school and at home. Parents of enrolled children will be expected to greatly limit their children's exposure to computers, TV, and video games.
- Spanish immersion begins for students in first grade.
- Teachers follow their students from first grade until middle school. This allows teachers to develop a stronger relationship with their students, giving them the knowledge to create curriculum based on their students' needs and strengths.
- Main lessons (which include all traditional subjects) are typically taught in 6 week sessions. Children gain a deep and personal relationship with the material therefore retaining it longer.
- Seasonal studies and festivals are taught and celebrated throughout the year.

The Waldorf method of education offers an academically rigorous curriculum presented in a developmentally appropriate and arts-integrated context. By combining elements of a traditional Waldorf curriculum, sustainable living, and Idaho State Standards and Core Standards, students will excel academically and transition gracefully into upper level public high school settings.

***Research Based Education*:**

In his landmark book, What Works in Schools: Translating Research into Action, Dr. Robert Marzano asserts that we could be on the brink of unprecedented effectiveness for the public practice of education if we are willing to implement what is known about effective schooling. His basic position is simple: Schools can have a tremendous impact on student achievement if they follow the direction provided by research.

Marzano's research has important implications for SMS and the broader Waldorf public charter school movement. The latest research in educational neuroscience establishes strong linkages between high student achievement and Waldorf-inspired methods. In fact, Marzano's own research confirms that the use of certain practices used in Waldorf schools, like teacher looping, summarization, and interdisciplinary teaching allow children to excel on a variety of assessments, including standardized tests. [41] As educators and their allies implement what they are learning from brain research, Waldorf charter schools will both benefit from and contribute to educational reform.

Specifically, we anticipate a steady stream of interest in our unique program, and we will embrace opportunities to disseminate best practices.

Overview of the Curriculum Content

Reading research

Waldorf education approaches reading instruction from a different perspective so that instruction is synchronous with the development of the child. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words; that is, the child must form an inner picture of what he or she is reading so that comprehension and vocabulary develop. The rich life of the imagination is most potent in a child during kindergarten and the early primary years. And this is also the age at which the child's sense for the sound and rhythm of language is at its peak. Additionally, the foundations for reading are built through areas such as writing and drawing, oral storytelling, memorization, and sensor motor skill development. Reading instruction begins in Kindergarten.

From **Common Myths about Waldorf Education: Reading**

"Is it true that Waldorf students are not taught to read until second grade?

"No! Learning to read is an entire process with many contributory facets, and Waldorf Education undertakes reading instruction in almost the opposite way that it is introduced in most schools across the nation Indeed, the foundation for reading instruction is laid already in the kindergarten.

In the United States, the mainstream approach to reading has been to introduce decoding skills as the first step in the reading process. This entails memorizing the alphabet and its corresponding sounds through repetitive drills and then linking these sounds together to read simple words and sentences. This is the approach that is built into early readers. You probably remember: "See Dick run. Run, Dick, run. Run, run, run.", or some similar type of reading material when you were in school. Because the content of these early readers must be very simple to restrict words to those that can be easily sounded out, teachers are forced to wait until the middle and upper elementary years to work on more sophisticated texts. Then teachers must work hard to improve comprehension since the pupils at this age have already moved beyond the phase of where imaginative thinking is at its peak.

There is a second concern about teaching reading skills in this sequence. This approach is difficult for many young children because, in many cases, their eye muscles have not matured to the point where they can track properly on a page. Thus, a number of children will be labeled as slow or remedial readers simply because their eyes may not have matured as early as other children.

Waldorf Education approaches reading instruction from an almost opposite direction specifically so that instruction is synchronous with the development of children. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words: that is, the child must form an inner picture of what he or she is reading so that comprehension develops. The rich life of the imagination is most potent in a child during kindergarten and early elementary years and is present at the same time that the child's sense for the sound and rhythm of language is at its peak.

To capture these capacities at the time that they are most present in the child is the rationale for a foundation of reading that begins first with spoken language. The rich language of fairy tales, the pictorial imagery of songs and poems and the desire of the young child to listen to stories and repeat rhymes and sing songs all become the basis for a language arts curriculum through which a child may come to love "the word". Imagine how much more complex and imaginative are the stories to which a child may be introduced if they are orally presented rather than through the simplistic language of a reader. Imagine how much a child's vocabulary can develop from listening to the content that the teacher brings. Imagine also how much more sophisticated a child's understanding (comprehension) of the world can become through hearing the rich and complex language in the teacher's presentations and stories.

For all of these reasons, Waldorf students will be given a strong foundation in comprehension, vocabulary and in the sounds and meanings of their native tongue. Then students will be introduced to writing and spelling the letters and words that are part of their stories. And, as a final step, the students will read from their own texts describing the stories that they have heard. In this way, students have the proper time to develop all of the skills that are part of the complex skill of reading at the time when it is most appropriate for them to do so. When reading is approached in this way, children become voracious readers who love and understand what they choose to read." [42] **

Approach to Literacy:

As with all good teaching, we build from the known to the unknown when it comes to literacy. Rather than push a student to decode quickly, we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows—*oral language*.

The first grade child learns how to write and then read what he has already learned to say. This builds upon his assets versus deficits. Over the course of the year, the teacher introduces the letters and sounds in imaginative ways. Story, art, music, movement, sculpture, vivid language, and other creative learning strategies are used to integrate the senses and inspire students. As a result, the students' motivation and joy in learning are significantly raised.[43]

Students become increasingly capable of writing and reading sight words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories. This work is done during Main Lesson and practice periods. Current educational research [44] including several longitudinal studies, demonstrates that such an approach to literacy is highly effective.[45]

Learning to Read:

SMS uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher's own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know dozens of sight words. Most will clearly understand that letters represent sounds, which form words, and that these words can be used to say fun, creative, and powerful things on paper. They will be able to listen attentively and concentrate for more than 30 minutes at a time. Such control is a remarkable milestone and translates into proven future academic success.[46]

Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings, and events of a story. Some students may learn to read independently and fluently in the first grade year. The focus of literature is primarily on fairytales because they speak to the developmental needs and interests of this age.

By second grade, students' writing will become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes (see below), which actually teaches cursive handwriting through brain integration. By the end of the second grade year, more students will have learned to read independently and fluently.

The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improves dramatically over the course of the year. While the approach described above is typical, other strategies may be implemented when needed.

Handwriting research:

Additionally, handwriting is key for learning, memory and creatively development. In many schools, handwriting is hardly taught any more. At Waldorf schools it is a mainstay of the curriculum throughout the elementary grades. New research shows that the fading art of handwriting can benefit children's motor skills and their ability to compose ideas and achieve goals throughout life. An article in the Wall Street Journal describes how, by using advanced tools such as magnetic resonance imaging, researchers are finding that writing by hand helps with learning letters and shapes, can improve idea composition and expression, and may aid fine motor-skill development. Another recent study demonstrated that in grades two, four and six, children wrote more words, faster, and expressed more ideas when writing essays by hand versus with a keyboard. Studies suggest there's real value in learning and maintaining this ancient skill, even as we increasingly communicate electronically via keyboards big and small. Indeed, technology often gets blamed for handwriting's demise. But in an interesting twist, new software for touch-screen devices, such as the iPad, is starting to reinvigorate the practice. [47]

Reading to Learn:

The literacy level of students begins to soar during third grade as students enter the *reading to learn* stage of their development. Students become increasingly motivated to read independently about their own interests as well as to study for school. They comprehend more fully what they've read and are equipped with an arsenal of effective reading strategies, including clarification, questioning, summarization, and prediction.

Students in the upper grades are often seen reading respected fiction, rigorous nonfiction, as well as articles from magazines and newspapers. According to current student achievement data collected through the ZOOM! project of the California Charter Schools Association, students in Waldorf-inspired schools begin to outperform their counterparts in traditional school settings on standards-based test scores in English-Language Arts at third grade and above (Oberman, 2010).

Parents are informed when the delivery of the SMS curriculum differs in sequence from traditional schools, so that they may make well-informed decisions on the enrollment of their children. Parents learn of the benefits of remaining in the school throughout the grades and long-term commitment to the school is sought. Parents are highly encouraged to support the school's literacy efforts by reading to their children for a minimum of thirty minutes each evening.

Approach to Mathematics

In the early elementary years, math instruction flows from the whole-to-parts and is especially integrated and playful. Stories, art, manipulatives, music, mental games and movement are used to stimulate students' neural resources and to create a learning context. The primary mathematical operations are taught side by side to demonstrate their interdependence and to discourage the "one right answer" mode of thinking. Such an integrated approach to mathematics commands attention, builds-up critical thinking capacities, facilitates memory, and imparts a joyful appreciation for the qualities of numbers.

The mathematics program becomes increasingly practical for the nine to eleven year-old child, when useful skills for daily life are strongly emphasized, including: multiplication, long-division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instructional blocks related to gardening, cooking, building, zoology, farm, etc. In this way, mathematics is made meaningful and comes *alive*. Additionally, children of this age are challenged to make good use of their expanding capacities for personal discipline and responsibility through increased homework levels.

By the time students reach middle school their confidence as mathematicians is solidified. SMS will be careful to ensure that individual children have positive experiences with mathematics from the outset. Now equipped with a solid foundation and positive attitude, adolescents develop an affinity for the concrete nature of mathematical laws. The *objectivity* of mathematics offers them comfort during potentially turbulent years.

The curriculum meets the expanding developmental capacities of students through in-depth study of business math, algebra, and geometry. Students create order, think rationally, engage in logical exercises, and visualize spatially. By the time the majority of eighth graders exit the mathematics program, they are proficient in foundational mathematical skills, have been introduced to important principals of geometry, and have completed Algebra I.

Science through Observation

Science standards are taught through *observation* and *experience* of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and call upon the children to observe carefully, ponder, discuss, and write up scientific observations. The students then draw their own conclusions. Through this process, rigorous independent thinking and sound judgment are cultivated. Zoology, botany, chemistry, physics, astronomy, meteorology and physiology are presented in the upper grades.

Role of Technology

At SMS, technological literacy occurs in a specific and gradual timeframe. Technology is used as a learning tool during middle school. Before this time, it is critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they become proficient in computer technology and web-based research. Many Waldorf graduates have successful careers in the computer industry (Educational Leadership, 2008).

A recent report from the MacArthur Foundation supports this approach. It asserts that we must first foster in students the social skills and cultural knowledge necessary so they may deploy technological tools properly and gain their full benefit. “Our goal should be to encourage youth to develop the skill, knowledge, ethical framework, and self-confidence needed to be full participants in contemporary culture” (Elkind, 2001).

SMS has incorporated the technology recommendations from a number of Waldorf inspired charter schools, that assess technology skills and teach them in relation to the state mandated testing requirements. With the adoption of the Smarter Balanced Assessments, technology skills will be assessed in second grade in preparation for students taking computerized assessments in third grade.

Humanities and Multiculturalism

SMS teaches students to appreciate the diverse cultures that have influenced humanity over the centuries. Children are exposed to world cultures through the presentation of the peoples, legends and literature of the world. The students gain flexibility and an appreciation of the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades and musical performances.

Significantly, it is not only through their studies that students learn to be *multicultural* and *tolerant.* The children in any class come from a variety of backgrounds. These groups of mixed religious, cultural, social, economic, and ethnic elements coalesce together into a cohesive community, which stays together for *multiple years.* In this way, SMS classrooms are microcosms of larger society. Social harmony is developed through positive peer interactions that are sustained over time.

The net result of our multicultural curricula and intimate educational environment is an especially inclusive schooling experience. Waldorf education was commended by the *United Nations* for promoting peace and tolerance in impactful ways (Hart, 2001).

Foreign Languages

Foreign Language usually begins in first grade, giving children insight into and familiarity with another language and culture when they are especially primed to absorb this. Through the grades, the foreign language program expands to include reading, writing, grammar and conversation so students become increasingly proficient in at least one foreign language. Spanish will initially be taught to all students across the grades. A second foreign language may be introduced at a future date. Aspects of other languages (e.g., Latin, Greek, Hebrew, and Japanese) are also woven into the curriculum.

Music

Music is a central component of our curriculum and is found in every classroom. Instrumental music practice begins in first grade, with flutes and recorders that are stored in cases the students knit themselves; as early as third grade students learn an orchestral instrument, usually the violin.

Practical Subjects

Practical work such as crafts, woodworking, and handwork (handicrafts) are brought to the students using natural materials. Research confirms that optimal brain development is founded on refined motor development. Learning to knit, crochet, sew, whittle, etc. develops the motor skills that enhance intellectual development, concentration, coordination, perseverance, and imagination (NY Times, 2009) Students also have hands-on experiences building shelters, gardening, caring for the animals and cooking.

Such practical learning builds on the students' innate sense of *wonder* and *awe* at nature. For instance, in gardening they observe seeds, the young seedlings about to be transplanted, the young plants with leaves reaching for the sun, the developing plant with flowers, and the mature plant with its fruits, vegetables or roots for harvest. Students also observe the circle of life by watching the older, dying plant with its seeds and then its transformation through the composting to rich soil to nourish new seeds.

Interdependence and Stewardship*:*

Another primary goal of the practical curriculum is to instill in students a deep understanding and respect for the interdependence between humans and the natural world. Students appreciate that every action impacts the environment, and that their choices have significant consequences for the natural world and other human beings. Students engage in learning experiences and activities that cross curricular boundaries, promoting a strong sense of environmental stewardship, community responsibility and service learning.

Will and Work Ethic*:*

Practical responsibilities increase as the children become more capable. Over each year, expectations for sustained and focused work become more apparent. The practical offerings instill positive life habits such as responsibility, hard work, and appreciation for others' labor. Developing the will and drive to complete practical hands-on projects in turn fosters a sense of accomplishment and pride.

Physical Education and Games

A wide variety of age-appropriate physical education classes and games will occur. They are an integral component of the educational program and promote spatial awareness, healthy group dynamics, and physical health.

The Curriculum Framework is provided in **Appendices W.**

Instructional Strategies

Main lesson

During *Main Lesson*, there are three distinct stages of learning:

- *Stage One* generally takes place over one day. The teacher guides students through specific learning activities from *whole-to-part.* The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a sixth grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.

- *Stage Two* usually occurs the next day. After literally "sleeping-on" the previous day's content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies.[48] Research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes "owned" and "reconstructed" in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is seen as an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep.[49]

- *Stage Three* may take place over ensuing weeks and leads further towards the development of analytical thinking capacities. In this third stage there is emphasis on promoting deep understanding at the conceptual level through the use of critical thinking strategies. In the example above, the sixth grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately scaffolded.

Teachers work hard to present information from whole to parts and in thoughtful, thorough ways. They understand if teaching is too detached, unstructured or chaotic; students will not engage which could lead to boredom, frustration, and underachievement.

Teacher Art:

Teachers use chalkboard drawings to spark student storytelling and are inextricably linked to the learning process. Stories are how people remember. As philosopher Isak Dinesen explains, *"To be a person is to have a story to tell"* (Bitgood, 1993).

Form Drawing:

Form drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. Students practice form drawing starting in first

grade and typically continue with it through fifth grade. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

- *Concentration:* The children draw slowly and with care, trying to make each shape as well done as possible. Even "simple" forms require focus.
- *Hand-Eye Coordination:* Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.
- *Handwriting:* Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.
- *Spatial Intelligence:* Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

Handwork:

Handwork is a key element of the educational program, and is critical to the social-emotional, physical, and intellectual development of children. Handwork typically begins in kindergarten with finger knitting and continues with more complex knitting, crochet, cross-stitch, sewing, spinning, weaving, and wood carving as the student progresses through the grades. Individual project-based activities develop eye-hand coordination, hand strength, dexterity, fine-motor skills, and the ability to purposefully track with the eyes (which helps eliminate some reading difficulties). Recent brain research has found that using the hands in such ways opens up neurological pathways that would otherwise atrophy. While relaxing and fun, handwork also involves strong "will-activity" as it demands concentration, perseverance and problem solving.

Eurythmy*:*

Eurythmy may be the most distinctive course offered in some Waldorf-inspired schools. The word "*eurythmy"* stems from Greek roots meaning *beautiful* or *harmonious rhythm*. Eurythmy is a dance-like art form in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants. Eurythmy can be thought of as "visible speech or song" Eurythmy enhances coordination, strengthens the ability to listen, and promotes harmony in groups.

Homework:

Because we employ a developmentally appropriate approach to education we understand the need for young children to have the right amounts of time for structured and unstructured learning experiences. We also recognize that homework can be a valuable way to extend and reinforce classroom lessons, giving older students more practice and review time to assimilate new learning. Homework can also help students develop good study skills, discipline, and

responsibility, while providing parents the opportunity to be involved and stay current with their children's.

The Place of Textbooks:

Appropriate and carefully selected textbooks are seen as valuable resources for teachers and students. Depending on the grade and subject matter, SMS uses state-adopted textbooks as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In particular, state-adopted math textbooks are used for our standards-based practice periods. It is important to note, however, that textbooks do not *drive* decisions about what is essential for students to learn. Rather, teachers select an array of resources, including textbooks, to deliver standards-based lessons.

High-Quality Materials & Aesthetics:

High quality materials, many of which are specially designed for the curriculum, further allow students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for completing schoolwork in the classroom as well at home. In first through eighth grades specially designed main lesson books are used to allow students to create their own thematic subject books for each unit block. In the kindergartens and lower grades, age-appropriate play materials are selected or hand-made, and include wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.

School Day, School Calendar and Instructional Minutes:

SMS follows a traditional school year calendar that includes a minimum of 175 days during which instruction is provided by school staff.

GOALS

As a result of attending Syringa Mountain School, students will demonstrate

1. Mastery of the traditional Waldorf curriculum adapted for public schools and aligned to the Common Core Standards and Idaho State Standards as demonstrated by student progress reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES) See **Appendix V.**
2. REVERENCE AND STEWARDSHIP as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES). Strategies for reaching this goal include science lessons delivered through daily animal husbandry and farm lessons that enable students to model and practice reverence for and responsibility to all living things.

3. CREATIVE AND IMAGINATIVE THINKING as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include daily main lesson book compositions, daily performance and practice in painting, handwork, flute, violin and storytelling; active participation and roles in plays and festivals.
4. CRITICAL THINKING AND GOOD JUDGMENT as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include teacher observation of student peer interactions, student work ethic, work quality and completion, and attitude.
5. LITERACY as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES). Strategies for reaching this goal include adherence to a Waldorf inspired curriculum with strong emphasis on vocabulary development, storytelling, main lesson book creation, and taught in a developmentally appropriate manner based on student readiness.
6. RESPONSIBILITY and SELF-RELIANCE as evidenced by strong performance on End of Year Narrative Report. Strategies for reaching this goal include numerous opportunities for students to initiate animal husbandry and garden care, care in completion of main lesson books, attitude towards school, completion of school work and homework, social interactions with peers, self regulation. Additionally a rich array of stories with morals aligned to students' age and developmental level are incorporated into the curriculum that reinforce qualities such as responsibility, self-reliance, bravery, courage.
7. LIFE LONG LEARNING as evidenced by responses on student and parent survey results, and multi year performance comparisons on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include delivering all curriculum imaginatively and interdisciplinary so that students understand content in a larger context.

EDUCATIONAL THOROUGHNESS STANDARDS (IdahoCode33-1612)

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

Standard A: A safe environment conducive to learning is provided.
Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.
Objectives: The Syringa Mountain School will:

• Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
• Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
• Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs; and,
• Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B: Educators are empowered to maintain classroom discipline.
Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
Objectives: The Syringa Mountain School will:
• Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
• Set a school-wide philosophy (e.g. Love and Logic, Compassionate Communication) for teachers to handle minor and major infractions in the classroom setting;
• Teach appropriate behaviors and foster responsible decision-making skills; and,
• Establish and maintain consistent rules aligned throughout the school.

Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.
Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.
Objectives: The Syringa Mountain School will:
• Utilize the general philosophy of the Waldorf pedagogy to instill appropriate values;
• Emphasize the importance of adults modeling important values at school;
• Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and,
• Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard D: The skills necessary to communicate effectively are taught.
Goal: Teach students a range of effective communication skills appropriate for the 21st century using the Waldorf pedagogy.
Objectives: The Syringa Mountain School will:
• Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language;
• Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (e.g., e-mail, Internet, on-line learning); and,

• Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills (Gardiner, 2006).

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

Goal: Develop an international citizen for the 21st century through the Waldorf pedagogy and sustainability practices where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

Objectives: The Syringa Mountain School will:

• Use the Idaho Common Core State Standards and Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods using the Waldorf pedagogy;

• Emphasize foreign language; and,

• Teach a comprehensive health curriculum, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

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

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

Objectives: The Syringa Mountain School will:

• Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills;

• Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments; and,

• Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

• Encourage sustainable living practices.

• Encourage the effective use of technology as a tool in the workplace of the 21st century.

Standard G: The students are introduced to current technology.

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

Objectives: The Syringa Mountain School will:

• Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
• Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.
Goal: Provide to students the skills and understanding necessary to become international citizens in their respective jobs and communities of the 21st century.
Objectives: The Syringa Mountain School will:

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

The Syringa Mountain School will achieve the Thoroughness Standards through its Waldorf pedagogy, curriculum and the unique aspects of the school.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

SMS will make significant effort to respond to the personal and academic needs of each child, and to identify and serve those who are academically low achieving or not meeting with success in any dimension. The school's small size, student-staff ratios, and looping model allow educators to develop special sensitivity towards individual student needs and backgrounds. This translates into a nurturing learning environment with low-stress levels and maximized success. In combination with child study meetings, students' progress is monitored regularly and by multiple educators. Frequent parent contact, interpretation and translation services are also utilized to identify students before they fail.

However, some students will invariably need additional academic or individual support. SMS has developed a plan for low academic achievers that is modeled after the *Response to Intervention (RTI)* framework. Our goal is to meet the needs of all our students through the use of a three-tiered system of support.

Tier I: Prevention

Tier I includes high quality classroom instruction delivered by qualified teachers and regular assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to address different learning styles of their students.

Tier II: Identification and Selected Interventions

***Identification*:** In order to identify students who are not achieving at or above expected grade level, students falling below the class average on varied assessments are evaluated to determine if performance was at or below their potential, taking into account the timing of particular subject matter in the curriculum and the age of the child. Beyond academic performance, teachers look for other signals of need as we recognize that there are many factors that affect a student's performance.

Selected Interventions: Selected interventions are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

- ☐ Utilizing other teachers for collaborative, individual or small group instruction
- ☐ Utilizing parent volunteers for individual or small group instruction
- ☐ Peer support with older students, e.g. "reading buddies"
- ☐ Individualized or differentiated math, writing, reading, and spelling approaches
- ☐ Increased movement/sensory integration activities
- ☐ Modified class work, extra lessons, or extended learning opportunities
- ☐ Additional parent /teacher communication or partnerships

***Child Study*:** If a student does not respond to initial teacher interventions, the student is referred to the *Child Study* process. Child Study occurs during the weekly Faculty Meeting. The class teacher initiates the process by giving colleagues a complete and holistic picture of the child. After the child is described physically, socially, and academically, the teachers have an opportunity to ask additional questions. Discussions of a particular child may take place during several meetings. Next, the teachers are asked to observe the child for one week. Then, the parents of the student are often invited to describe their child and to offer insight or suggestions. Teachers and parents brainstorm together in order to find solutions to help the student become more successful.

***Care Team*:** To ensure that no student "falls through the cracks" a standing committee known as the *Care Team*—comprised of staff members with particular experience and passion for student support—meets regularly to monitor progress and to advocate for students. The Care Team uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. Parent input may be solicited for the Care Team process.

The Care Team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. *The Care Team is a general education function.* All students can benefit from the Care Team, including but not limited to, those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues. Instructional staff that has concerns for a student can refer that student to the Care Team for consideration.

Tier III: SST Intensive Interventions

If there is little or no improvement during the first two tiers, the student will likely be referred to the Student Study Team (SST), for further assessment. The school will follow the ISDE SST processes with appropriate documentation and referral to special education assessment for services when indicated. Assistance will be requested/contracted from the Blaine County School District staff or another school district or contractor when needed.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING Gifted and Talented

The curriculum inspired by Waldorf education is, by nature, multi-disciplinary. It involves academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students' respect for each other as important members of their classroom learning community.

In addition to using an approach to learning that is inspired by Waldorf education, the plan for students who are academically high achieving includes:

A. Differentiated Instruction
"Differentiated instruction" is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs." All successful teachers differentiate instruction to meet their student's needs.

All gifted and talented (G/T) students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter school environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's areas of special talent. This will be accomplished through, but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, and interest-based workshops. For example, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the "level" needed

B. Policies and Procedures. *SMS* will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §33-2003.

C. Definition. Gifted and talented children are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

D. Identification *SMS* will identify G/T students using a variety of formal assessments (Standardized Intelligence Test or other equivalent assessment), informal assessments (teacher rating/observations; student records, including GPA; projects or work sample; parent questionnaire; student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met. The school's process for identifying G/T students shall include the following steps:

1. The school shall screen all potentially G/T students to ensure they have an opportunity to be considered; and 2. The school shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and 3. The school shall match student needs with appropriate program options.

E. Strategic Plan *SMS* will develop program options, including, but not limited to: competitions, independent study, curriculum compacting, mentorships, etc. The G/T Program Director or Designee will develop and maintain a written educational strategic plan for the G/T program. After an initial submission to the Board and Authorized Chartering Entity, plans will be reviewed annually and submitted to the Board and Authorized Chartering Entity every three (3) years. The gifted and talent plan will include the following: 1. Philosophy statement, 2. Definition of giftedness, 3. Program goals, 4. Program options, 5. Identification procedures, 6. Benchmarks and program evaluation, 7. Implementation and evaluation timelines.

F. Goals

SMS's goals for the G/T program include, but are not limited to:

1. Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;
2. Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation; and 3. Encouraging the development of, and providing opportunities for using, higher-level thinking skills and acceleration within the regular curriculum.

G. Oversight & Professional Development The G/T Program Director will have the required endorsements and certifications, and will oversee all aspects of the G/T program and develop a comprehensive professional development plan regarding G/T education. The school will work with and possibly contract with the authorizer for additional program oversight and necessary staffing. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of G/T students who are enrolled in the school and as part of the annual Waldorf training.

H. Parent Participation The Board understands the importance of parent participation in their child's education. Consequently, SMS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the G/T program.

Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

I. Student Files, Documentation, and Record Keeping: Reference Family Educational Rights and Privacy Act (FERPA) Every student who is identified as G/T will have a confidential file documenting the need for services. The student's file should include the following materials:

1. Referral and consent for testing 2. Summary of test results 3. Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc. 4. Decision of the G/T MDT.

The confidential file will be kept by the SMS G/T Program Director or designee or be placed with the student's cumulative records. In either case, the confidential file must be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. Other teachers will be granted access to G/T confidential files if they have a legitimate educational interest in the records as determined by the G/T facilitator.

PLAN FOR ENGLISH LEARNERS **Limited-English Proficiency (LEP) Program: Ref. Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617 and 08.02.03.112(5)**

SMS is committed to excellence in the area of English Language proficiency. We see a commitment to the arts and a culturally rich educational program as a strong foundation for all language learning. SMS anticipates an enrollment of 33 ESL students. Based on the population demographics of Blaine County, SMS anticipates limited-English proficient (LEP) students to make up 20% of total enrollment. SMS will utilize established criteria and procedures to identify limited English proficient (LEP) students as per Idaho State Department of Education (SDE). The school will work with and possibly contract with the authorizer or another school district for additional program oversight, professional development and necessary staffing.

SMS in accordance with the Board's philosophy to provide a quality educational program to all students, will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

SMS will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. SMS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

A. Progression of Student through LEP Program

The Administrator/Designee will implement, supervise and disseminate written procedures regarding an LEP program as required by Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617, and 08.02.03.112(5), which will:

1. Identify and assist LEP students.

2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

B. LEP Program Goals and Procedures

SMS's Administrator/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

1. **Program goals:**

Students whose dominant language is not English should be enrolled in SMS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of SMS. Students will be identified by appropriate testing; teacher referral will be considered, but will not be a determining factor. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

2. **Student Enrollment Procedures:**

SMS will establish the following procedure for identifying students whose language is not English.

1. SMS will have registration cards for every new student that includes at least the question: What is the primary language spoken in the home?
2. If a response is any language other than English, SMS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
    a. If the student scores Advanced on the ELL placement test, the student is not eligible for services and will be placed in the regular classroom. Factors other than English language proficiency are more likely the reason for the student's performance; therefore, SMS will examine other appropriate avenues to support the student, such as Title I. b. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive services to improve English skills.
4. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction, based on scientifically-based research."
5. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years.
6. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress:

1. SMS's testing coordinator/designee will oversee compliance with the requirements of "No Child Left Behind (NCLB)" by administering the Idaho English Language Assessment (IELA) to determine a student's proficiency in the English language once they have been placed in the LEP program. This will enable SMS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.
4. SMS will study the results of IELA and ISAT or other equivalent state assessments to set standards and objectives for raising LEP students' level of English proficiency.
5. SMS's testing coordinator/designee, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to SMS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. SMS's testing coordinator/designee will administer the IELA each spring (approximately February through April).
8. SMS plans to use the following state adopted Idaho English Language Development

Level Descriptors:

Level 1 – Beginning
Level 2 - Advanced Beginning
Level 3 – Intermediate
Level 4 - Early Fluent
Level 5 – Fluent

SMS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (4 or 5) and EF+ on all sub domains tested on the IELA;
AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) or equivalent state assessment score that meets the "Basic" level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
    a. Consistent proficient scores on grade level benchmark unit assessment;
    b. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.
    Taking into consideration the State recommended exit criteria, SMS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

D. Return to LEP Program
In instances when students who have been exited out of the LEP program still need more

assistance, the following procedure for reclassification back into the LEP program will be followed: 1. SMS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. SMS's testing coordinator/designee will recommend that these students be tested, so that further monitoring can take place.

1. Additional forms of monitoring an exited student will be:
    a. classroom teacher observations
    b. classroom or unit assessments
    c. student work
    d. other statewide assessments
    e. conversations with the student and parents

2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, SMS's testing coordinator/designee will make sure all documentation is placed in the student's cumulative file.

E. LEP Educational Program, Instructional Approach, and Classroom Accommodation

At SMS we serve all students with the most current research based curriculum and teaching strategies, including our LEP learners. The Program Model SMS will most likely use is Integrated ESL/Inclusion ESL/Sheltered Instruction. The integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staff works closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.

Research has shown that an inclusionary, least-restricted environment is a sound educational practice for all special learners. ESL learners can learn English from peers and feel more successful if they are part of the whole group. Transitioning from ESL is not a problem when they have been part of the classroom all along. ESL students also move into content area materials more readily when they have been included in these subjects. Drawbacks include the problems of including new English learners in classroom activities and the difficulties for classroom teachers to accommodate the various needs of a variety of students. SMS will utilize all necessary resources, such as trainings, input and feedback from Idaho Department of Education personnel, etc. to minimize these potential difficulties.

F. Instructional Approach

1. Our instructional approach is the SIOP model which encompasses the Language Experience Approach. Teacher preparation focuses on clearly defined objectives. Supplementary materials include charts, graphs, pictures, and illustrations. Our instruction builds on our students' prior knowledge and experiences in order to enhance their language learning. We also integrate content teaching with our English language teaching to gain the highest quality of instruction. Within the general education

classroom, teachers and para-professionals provide re-teach as indicated by individual needs. Teachers focus on academic language in their instruction.
2. Our LEP program includes integrated settings with small group interventions. The approach for specific students will vary according to the identified needs of each student. This is consistent with SMS's educational approach with the Special Education, Title 1 and Gifted and Talented programs.
3. The following are examples of some of the methods teachers will employ
    a. Extra-linguistic cues such as visuals, props, and body language (Parker, 1985).
    b. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
    c. Interactive lectures with frequent comprehension checks. d. Cooperative learning strategies (Kagan, 1985).
    e. Focus on central concepts rather than on details by using a thematic approach.
    f. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).
4. The Administrator/Designee will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher's aides and Administrator will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.
5. The specific curriculum has not been identified at this time. SMS will counsel with reputable entities and the authorized chartering entity and utilize recommended resources and products, including those suggested by the Idaho Department of Education's website, to determine the curriculum that will best meet the needs of our students. In addition, we would like the Administrator, the Board, the staff and possibly the authorizer, to be involved in the decision as to which curricular choices will best serve our specific population.

G. Additional Support

1. Students not achieving at expected levels may receive additional help with the infusion of a pullout program, in which the student is temporarily removed from the classroom for specialized attention. The pullout program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.
3. An ELP is *required* for any student who has an accommodation on a state-wide or district wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. *A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom.* The intention is that the school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

H. Staff

Since ESL happens in the classroom, classroom teachers become "ESL teachers." SMS will hire or contract for adequate staff to meet the needs of our ESL population. The Board recognizes the need for the individual to have strong qualifications and a solid resource base as 1) he/she could serve a number of students, and 2) the role as a trainer/resource and guide to school personnel in the instruction of second language learners. All aides will be para-professionals who work with LEP students, preferably with experience, training, or language study in the language of the majority of the LEP population.

I. Professional Development

Professional development focuses a great deal on the training of mainstream staff. The ESL staff will need more intense training but since much of the ESL instruction happens in the classroom, all teachers need to be knowledgeable on appropriate methods and techniques. When a certain instructional approach is chosen, all staff will be trained in it.

1. SMS will utilize the SDE self-reflection tool to monitor the effectiveness of teachers and will provide ongoing training as needed.
2. An effort will be made to provide in-service every year on achieving successful sheltered instruction.
3. Teachers will be given instruction on use of the SIOP model

J. Entrance/Exit Criteria

Students who are limited in their English proficiency enter the program. Exiting will be in stages and based on the student's English language proficiency and academic achievement. Classroom teachers may play a key role in assessment and evaluation of student progress. Students who have moved into the mainstream classroom curriculum may still require "monitoring."

K. Equal Access to Other School District Programs

A. Statewide Assessments: Idaho Standards Achievement Test (or other equivalent state assessment) and Idaho Reading Indicator (IRI) or other state required tests SBAC and SBAC Alt.

1. LEP students must take the ISAT and IRI tests or required state tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock- Munoz is able to administer the Spanish IRI for a student.

2. ISAT or other state required assessments SBAC, SBAC Alt

    a. All LEP students must take the ISAT or other state required assessments SBAC, SBAC Alt.

b. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs or other equivalent state required tests.
c. Those LEP1 students still must take the Math or other equivalent state assessments so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations.
d. All other LEP students will be coded as LEP and take all ISAT tests or other equivalent state assessments.
e. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency calculations, only if they are specifically coded as LEPX.
f. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT or other equivalent state assessments.

3. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT or other equivalents state assessments. Rules Governing Thoroughness 08-02-03-0502 111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

L. Parent and Community Involvement

SMS will communicate in writing with all parents.

Notification of Placement and Parental Rights

1. Using the appropriate language, the school will inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student. Notification will be provided in the appropriate language for the parent.

2. The following information should be included in the Notification of Placement:
   a. The reasons for the identification, which may include results from a proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
   b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, including the name of the test and the date the test(s) was administered.
   c. Methods of instruction used in the program in which the LEP student is or will be participating in.
   d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.
   e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.

f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms.
h. How the program meets the objectives of the individualized education program of a child with a disability.
i. Information pertaining to parental rights that include written guidance on:
1). the right that parents have to have their child immediately removed from the program upon their request;
2). the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
3). the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

3. Open meetings will be conducted throughout the year with appropriate interpreters present.

M. Program Evaluation, Review, and Improvement

SMS will evaluate the success of the LEP Program to ensure student success using staff and outside expertise, possibly from the authorizer or another school district.

N. Using Data to Drive Decision Making for LEP Programs

Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the "data". Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that the school will consider when disaggregating data:
    a. Race/ethnicity
    b. Gender
    c. Migrant, Immigrant or Refugee status
    d. Free or reduced lunch
    e. Individualized Education Plan (IEP) for special education
    f. Gifted
    g. LEP Program of service
    h. 1st year in a U.S. school (LEP1)
    i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
    j. English language proficiency assessment data (IELA)
    k. Academic achievement data
    l. Classroom grades
    m. ISAT, IRI or other equivalents state assessments

2. SMS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.

3. SMS will use the following grading procedures for students participating in LEP programs:

a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

b. SMS will utilize a report card developed by the teachers and Administrator to indicate growth as well as achievement. All SMS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress. Translation and interpretation services will be provided as needed to enhance parent involvement.

O. Budget

SMS will use LEP funds, if qualified, to employ certified personnel as needed to help students meet proficiency. The LEP funds will also be used to purchase supplies and curriculum to be used specifically to aid the LEP learners in meeting proficiency.

SMS will use the SIOP instructional approach, Sheltered Instruction Observation Protocol. SIOP is a combination of content-based ESL/Structured Immersion and Sheltered Instruction. The SIOP model is useful as a part of a program for pre-service and in-service professional development; as a lesson planner for sheltered content lessons; as a training resource for faculty; and as an observation and evaluation measure for site-based administrators, supervisors of student teachers and researchers who evaluate teachers.

SMS will use key components of the Twin Falls School District's LEP program. For example, they provide annual training of K-12 staff at faculty meetings and professional development days utilizing trained instructional coaches. SMS staff will receive ongoing SIOP training and implementation will be monitored by trained administrators/staff.

SMS will provide an Integrated ESL/Inclusion ESL/Sheltered ESL program. An integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staffs work closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.

Are all LEP students being assessed using the IELA: (1) IELA/Placement for new students and (2) IELA/spring to determine growth?

Do LEP students have an Educational Learning Plan (ELP), inclusive of language goals and benchmarks, if they are given accommodations or adaptations within the classroom and subsequently on assessments?

Is the school using ISAT or other equivalent state assessments and language proficiency assessment data to guide instruction for individual students?

PLAN FOR SPECIAL EDUCATION

Waldorf schools experience a certain level of success with children who have been diagnosed with disabilities such as dyslexia. Because Waldorf teaches to all of the senses, there is usually a modality that a child can use to successfully learn curriculum material, which increases opportunity for learning for children with other types of disabilities and learning styles.

SMS is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. We are also committed to serving children with special needs whether such children are currently or newly identified as such. SMS will not deny admission to students on the basis of disability. No student will be excluded from SMS, counseled out, or referred to other schools in the district because of their special needs.

Section 504

SMS will be responsible for identifying and serving students with a 504 Accommodation Plan. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School and shall be accommodated.

A. Free and Appropriate Public Education (FAPE)

1. Compliance with Federal and State Law. The Board acknowledges the right of every student to receive a quality education; consequently, SMS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 2004, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The SMS Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

2. "Idaho Special Education Manual". SMS board will adopt as policy and comply with the most up-to-date version of the "Idaho Special Education Manual Revised 2009 and replacement pages." The "Idaho Special Education Manual" will guide all special education services, data collection, and monitoring requirements, and will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary. Electronic copies of the manual will be available on the school website. The section specifically addressing charter schools will be referenced, Primer on Special Education for Charter Schools revised 2007.

3. Differentiated Instruction. "Differentiated instruction" is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet

existing needs." All successful teachers differentiate instruction to meet their student's needs.

All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. SMS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

4. Policies and Procedures. The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Administrator/Designee. All students at SMS will receive appropriate services as outlined in the following provisions.

5. Resources. The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab 2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students' Individualized Education Program (IEP).

6. Enrollment. SMS will not deny enrollment to a student with a disability solely due to that student's need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services. SMS will be prepared to provide special education services the first day of school.

7. Information Management. SMS will use the forms for special education as outlined in the "Idaho Special Education Manual."

8. Multidisciplinary Teams. The Administrator/Designee will form multidisciplinary teams to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the "Idaho Special Education Manual," Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

9. Individualized Education Program (IEP). In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certificated special education teacher, or an educational assistant under his/her supervision, will provide services in the least restrictive environment depending on the degree of intervention necessary to meet the student's

needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

If an IEP team determines that the student's academic needs cannot be met on site, SMS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

10. Screening. The Administrator/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. The school website, advertisements, and all published materials will indicate that the school is a public school and therefore provides a free and appropriate education to students with disabilities. As outlined in the "Idaho Special Education Manual," SMS will:

> a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system. The system based on the RTI model will include scientifically research based interventions, problem identification and analysis, and progress monitoring. b. Ensure that staff and the school's constituents are informed of the availability of special education services. c. Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. d. The implementation of the RTI process and the completion of data collection requirements will not impede or result in any delays in student referrals.

11. Least Restrictive Environments (LRE). In compliance with the "Idaho Special Education Manual" and as identified on each student's IEP, SMS will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be SMS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

> a. Based on student's IEP: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
>
> b. Age Appropriate Peers: Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
>
> c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student's home and unless the IEP requires some other

arrangement, the student is educated in the school he or she would attend if not disabled.

d. Harmful Effects: Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.

e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. SMS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, travel and Positive Behavioral interventions.

f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

12. Research Based Curriculum and Interventions. The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction. Positive Behavior intervention Plans (PBIS) and Behavior Intervention Plans (BIPS) will be utilized when a students' behavior impacts their learning or the learning of others, either as part of the RTI process or as part of a manifestation determination.

13. Grading Procedures for Special Education Students. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual:"

a. Grades cannot be modified on the basis of special education status alone. b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes. c. The

provisions of adaptations or accommodations will be spelled out in the student's IEP. d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP. e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

14. Discipline. All students, with teacher leadership, will work toward meeting the academic, cultural, behavioral and acceptable disciplinary expectations. Special Education students AND regular students will be treated fairly.

Multidisciplinary teams will be formed to address disciplinary problems by special education students. SMS employees will follow the most current "Idaho Special Education Manual" (as currently defined in Chapter 7, Section 12, and titled "Student Discipline") and the district policy manual to address these issues. The discipline policy as set forth in the "Idaho Special Education Manual" will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

a. a demonstration of the disability that is an inability to understand impact and consequences or an inability to control behavior, b. the result of an inappropriate placement, and/or c. the result of the lack of provision of services consistent with the IEP and placement.

15. Contracts. SMS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

16. Personnel. The Board and Administrator will hire necessary highly qualified personnel or contract for services to ensure proper oversight of the program and provide the required services for the students. At a minimum, the school will employ a part time special education certified teacher/coordinator.

17. Professional Development. All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Administrator/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

18. Transportation. Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door-to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school's physical location.

19. Special Programs and Interventions. Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, SMS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

20. Parent Participation. The Board understands the importance of parent participation in their child's education. Consequently, SMS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision.

If parents disagree with the determination, a request for a due process hearing may be made.

Two separate processes will be followed for due process. The state due process for IDEA will be followed as per state policy and the federal process for 504 will be followed as per federal guidelines. Appeals may be taken as provided by law. The parent may contact the **Office of Civil Rights,** https://www.seattle.gov/civilrights/contact.htm**,**

Central Building 810 3rd Avenue Suite 750. Seattle**,** WA 98104-1627. (206) 684-4500.

21. Confidentiality. SMS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

a. Upon enrollment of a student, SMS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information. b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA). c. SMS will maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information. SMS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the

school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Dual Enrollment

Dual enrollment of SMS students at BCSD schools is an option for all students as provided for in 33-203(7) of the Idaho State Code. While an option, families will be encouraged to enroll full time at SMS in order to benefit most fully from the~~ir~~ unique educational offerings. The SMS administration will work closely with SMS families providing assistance based on their needs. Dual enrollment information will be provided to the public through the student handbook, at parent education and orientation meetings, and on the school website.

SMS will not accommodate BCSD students seeking dual enrollment at SMS.

TAB 4

MEASUREABLE STUDENT EDUCATIONAL STANDARDS (MSES) METHODS FOR MEASUREING STUDENTS PROGRESS; ACCOUNTABILITY AND SCHOOL IMPROVEMENT

Measurable Student Educational Standards *Idaho Code § 33-5205(3)(b)*

"What matters is that you rigorously assemble evidence—quantitative or qualitative—to track your progress. If the evidence is primarily qualitative, think like a trial lawyer assembling the combined body of evidence. If the evidence is primarily quantitative, then think of yourself as a laboratory scientist assembling and assessing the data."-Jim Collins, *Good to Great and the Social Sectors* [50]

Syringa Mountain School measurable student academic standards:

1. *By the end of the 2015-2016 school year, at least 65% of SMS 1st – 5th grade students will give favorable responses* on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.*
2. *By the end of the 2015-2016 school year, at least 65% of SMS 3rd - 5th grade students will demonstrate engagement in learning based on favorable responses* on the Student Engagement questions on the Tripod survey.*
3. *By the end of the 2015-2016 school year, at least 65% of SMS 1st -2nd grade students will demonstrate happiness with their school experience at SMS based on favorable responses* on the Happiness questions in the Tripod survey.*
4. *By the end of the 2015-2016 school year, at least 65% of SMS 3rd – 5th grade students will demonstrate that they feel the school's learning environment is positive and supportive based on favorable responses* on the School Climate section of the Tripod survey.*

*For the purposes of evaluating SMS's progress towards meeting the established measurable student educational standards, "favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.

Testing: Ref. Idaho Code § 33-5205(3)(d)

A 95% participation rate will be expected of SMS students on state assessments. Early and consistent communication with parents about the purposes of the assessments and communicating the assessment results to parents in a timely manner, will facilitate SMS reaching this goal.

The students at WRWMS will be evaluated using the same standardized tests as other Idaho public school students. Those state-mandated tests provide information about areas of deficiency as well as areas of proficiency to the school and stakeholders. If the school is deficient in a core area (math, English, science, or social studies), there will be administrative guidance to correct

the shortcoming. This will be accomplished through intensive focus on all possible causes for the deficiency.

The testing coordinator maintains testing records. Test results will be entered into the student management software program granting teachers access to the scores applicable to their students. Additionally, the testing coordinator will keep a hard copy in a file of all test scores.

During a collaboration at the start of every school year, all teachers will receive the scores their students earned the previous year, and will individualize the student's education accordingly. Teachers will move students into the appropriate reading level and math level. If needed, and if possible, classes might be added to the curriculum to accomplish proficiency in some area. If there is a distinct problem in one subject area, appropriate training and/or personnel changes will be considered.

The data will also guide the efforts of the charter school administrator and faculty to work together to make instruction match student needs by altering and perhaps changing instructional approaches, adding instructional time for specific areas of study, adding paraprofessional help in the classroom, changing the curriculum, and/or appropriate personnel changes.

Methods for Measuring Student Progress

Employing many different methods to assess students is important if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of student achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles.

Student Progress toward the Established MSES

SMS will use the Tripod survey to evaluate and report on progress towards the measurable student educational standards (MSES) that relate closely to the school's mission and educational program. The Tripod Project® has been working with schools, districts, and states for a decade researching how students experience teaching and learning in the classroom. Since 2009, Cambridge Education and the Tripod Project have been involved in the Measures of Effective Teaching (MET) Project, a large scale research project supported by the Bill and Melinda Gates Foundation, developing and vetting student perception surveys. Of significance, the MET Project found that there was a valid link between student achievement and student survey results, and that survey results are a stable, reliable measure.

The Tripod survey is an attitudinal survey that will be administered to appropriate groups of SMS students in alignment with the established MSES. The survey will be facilitated by SMS staff in electronic and/or hard copy format, depending on the age of the students. After any hard copy surveys are entered into the electronic database, the Tripod Project® will complete data analysis and provide SMS with a report.

Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be

administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.

Reporting Results

Annual reports will be made to the Idaho State Department of Education and PCSC providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or SMS-developed criteria.

Non-student specific MSES results will be made available to parents and other stakeholders on the school website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least twice a year.

Additional Methods for Measuring Students Progress Idaho Code **§** 33-5205(3)(d)

Assessment of student performance is one of the most powerful tools a classroom teacher or school can use to enhance student achievement and school-wide performance. Assessment as part of daily instruction is especially effective because it engages students and teachers in a frequent and ongoing reflective process. Together with an age-appropriate curriculum and brain-compatible instructional strategies, assessment *for* learning will be an integral part of the pursuit of excellence at SMS.

The school's methods of assessment, in conjunction with the mandatory state assessments, address students' individual strengths and weaknesses and build upon their assets versus their deficits. SMS's assessment system is supported by current educational research on multiple intelligences theory, interdisciplinary teaching, and instructional methodologies, which address the whole child.

SMS will also use a variety methods to measure student progress and to evaluate all realms of the child's development, including his/her: Intellectual Capacity (mind); Physical Capacity (body); and, Social-Emotional capacity (heart). SMS educators provide a variety of descriptive feedback to students and families within a non-competitive learning environment.[51]

Criteria Referenced Reports are prepared for students beginning in first grade and shared with parents at key intervals throughout the year. These assessments are based upon teacher-designed classroom assessments, teacher observations of students, and other evidence gathered during instruction. The assessments include narratives with an overview of essential course work, and a discussion of the student's achievement, performance, and growth in each of the various curriculum blocks, specialty subjects, social skills and work habits. The assessments are built using a standards-based rubric. These rubrics track individual student progress in regard to specific skills and knowledge areas. Any student who is not progressing as expected will receive further teacher attention and may be supported through additional support services. These tools improve instruction in that they engage both the student and teacher in a formative, frequent, and ongoing reflective process.

Parent-Teacher Conferences for all students take place at least twice a year, or more, if dictated by individual circumstances. Parents, teachers or students may make requests for

additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold. Moreover, they provide opportunities for teachers and parents to strengthen school-family partnerships. Conferences are especially effective as a result of the school's looping model, low teacher-student ratios, and warm community atmosphere.

Portfolios include student Main Lesson books, work samples, practice papers, written work and reports, artwork, etc. In order to insure validity, reliability and objectivity for these authentic assessments, rubrics are used to evaluate portfolio items. Rubrics are criteria-based and are developed to establish clear assignment expectations and to provide meaningful feedback to students.

Demonstrations include oral recitations, presentations, reports, performances or other demonstrations, which occur regularly beginning in first grade, by students individually as well as the class as a group.

Standards-based Classroom Assessments are an integral part of the school-wide assessment program. Before a lesson or block is taught, the teacher will pose the question: what evidence will be collected from students in order to demonstrate their knowledge and proficiency? Once this question is posed, the assessment will be designed and the criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement. [52] Proven instructional strategies will be used to challenge students to think at high levels and show acquired knowledge and skills.[53] Example strategies include: effective questioning techniques; summarizing and note-taking; collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework and practice. These strategies allow students to demonstrate their learning on a daily basis.

Letter Grades for academic content (based on tests and/or written and/or oral reports, etc.) may be used for specific classes and will be reserved for students at the middle school level. The letter grades will represent specific achievement levels based on clear criteria and will be used along with narrative reports.

School-wide Assessment Strategies: In addition to assessment of individual students, SMS will implement a variety of measures for determining the success of the overall school program and the school staff:

Strategic Planning Cycle: SMS will engage in an annual Strategic Planning process to evaluate school performance, revisit the mission and values of the school, update the school goals and student outcomes, and allocate resources for the upcoming year. Decisions that were made and innovations that occurred are examined and direction is set for the next school year. Although this process will begin immediately, it will become more formalized beginning in year three of operations using AdvancedEd Readiness Assessment tool.

External School Evaluation: The school will typically engage an independent knowledgeable evaluator from outside the school community. Evaluation includes an assessment of the instructional program as well as other qualitative and quantitative information about school operations, culture and teaching. This ensures the school is adhering to its mission and meeting

its intended goals. External evaluation is also part of the AdvanceED accreditation cycle. See Strategic Planning Cycle above.

***Annual School Report Card*:** This state required annual report of the progress of the school in multiple areas is used as a method to assess overall school progress.

Staff and Administrative Evaluations: To assure the highest quality education, the SMS staff will be observed on a regular basis and evaluated using a comprehensive and student-centered evaluation system. Student, parent and peer feedback will be part of the multiple measures used in evaluations.

Parent Involvement: The school reviews the level of parent involvement and the accomplishments over the course of a year in order to measure overall success.

Parent Surveys: As a charter school, SMS is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Regular parent surveys allow collection and tracking of data on several levels.

Student Surveys: Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys will be used both for current students as well as those leaving the school or graduating.

State Accreditation

SMS will comply with all accreditation standards and procedures of the State of Idaho (following Idaho Code 33-5205(3)(e) and 33-5210(4)(b) and will obtain accreditation through operation in accordance with Idaho Code 33-1612. Although it is not presently required, SMS anticipates pursuing accreditation complying with the state approved AdvancED Standards for Accreditation within three to five years of operation. The "readiness assessment" will begin in year three of operation and based on the results, the accreditation application process will be initiated. SMS recognizes that accreditation is inextricably linked to institution and educational system improvement. It is critical that SMS have an ongoing process to critically evaluate their vision, strategies, priorities, leadership, and programs and resources. SMS values the process of earning and maintaining accreditation across all the grade levels of the school, K-8.

Additionally, SMS intends to seek accreditation through the associated Waldorf accreditation organizations within the first three to five years of operation: the Association of Waldorf Schools of North America, and the Waldorf Early Childhood Association of North America.

Not to be underestimated are the roles the teacher and administrator play in ensuring appropriate assessment that drives educational decisions making in the support of students' achievement. SMS attaches great value to growing teachers' capacities as instructional leaders. Teachers need to be empowered to design and administer classroom-based assessments. They must be able to design assessments on a daily basis so they can provide timely and specific instructional feedback to students, families, and service providers. As assessment expert Richard Stiggins argues, classroom-based assessments are vital because teachers need *continuous* information about where each student is *now* in relation to key understandings. Periodic information, gathered once a year or even every few weeks, does not meet the immediate needs of the students and their teachers.

SMS concurs with leadership consultants Timothy Watters [54] and Jim Collins when they assert that effective instructional leadership provided by the Administrator is essential for high student achievement. Within this collaborative context, the administrator manages the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the SMS Faculty and Board.

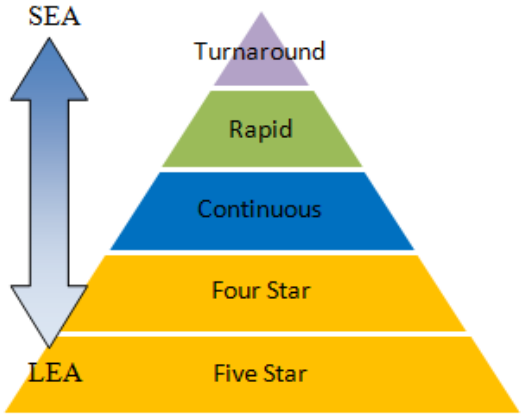
Accountability and School Improvement

Idaho SDE has established additional accountability and improvement requirements for schools and districts under the Elementary and Secondary Education Act As Reauthorized.

In the event that SMS does not meet state achievement goals or progress over time, a team comprising the Administrator, staff, Board of Directors, and authorizer representative and any other additional inside/outside technical assistance will meet to develop the appropriate required school improvement plan to address student achievement using the WISE Tool (See Idaho's Accountability System outline and flow chart below). It will be the responsibility of this team with the assistance of the authorizer, to monitor the implementation of the improvement plan for improved learning and teaching and to continue to provide feedback and recommendations for strengthening ongoing student achievement. Additionally, if possible the school will request assistance from an Idaho Capacity Builder. SMS will attend pertinent State Conferences, subscribe to the SDE weekly e-letter to stay apprised of State requirements and policy changes.

If authorized by the State Charter School Commission, the SMS Board will develop and implement the School Improvement Plan. If SMS is required to implement a Turnaround Improvement Plan, the SMS Board will work with an independent consultant to determine the most appropriate staffing model.

2012-2013 School Level Improvement Plans



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

Idaho's Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all

students;

2. Graduation rates for all students;

3. Growth and growth toward proficiency for all students and subgroups over time; and

4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

Annually SMS will receive a star rating and improvement planning category designation from the SDE. The star rating is a yearly determination but the improvement planning category will be based on the star rating plus progress over time. SMS will strive to receive a four or five star rating. In the case that its~~s~~ receives a lesser rating and or is required to complete a school improvement plan the following steps will be enacted.

If SMS receives a **Turnaround or Priority School** status (One-Star Rating):
A. After the State conducts an Instructional Core Focus Visit, the SMS Board, appropriate staff and the authorizer will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:

1. *Transformation model*, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and Administrator leader effectiveness (depending on the track record of the Administrator, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

2. *Turnaround model*, which includes, among other actions, replacing the Administrator and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

3. *Governance Partnership Model* in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan;

Special Rule for District Charter Schools: For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

B. After choosing the best Turnaround Model, SMS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to persistently low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused SMS to be identified for the Turnaround Plan category.

SMS will use the State's WISE Tool and required indicators to write its Turnaround Plan. The indicators SMS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.

Once identified, SMS would remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. SMS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

If SMS receives a Two-Star Rating, a the Board and authorizing charter entity will collaborate with the State Department of Education to develop and **Rapid Improvement Plan** using the required WISE tool indicators. SMS will follow the required steps, guidelines, and procedures in a manner similar to those outlined above and as provided in the 2012-2013 Idaho Improvement Planning and Implementation Workbook. SMS must receive a three star rating for two subsequent years to be removed from this ranking.

If SMS receives a three-star rating, the Board and authorizing charter entity will collaborate with the SDE to develop a **Continuous Improvement Plan** using the required WISE Tool indicators. SMS will follow the required steps, guidelines and procedures in a manner similar to those above and as provided in the 2012-2013 Idaho Improvement Planning and Implementation Workbook. SMS must receive a higher rating for at least one year to be removed from this ranking.

If SMS is in improvement status, they will complete all requirements including the 10% set aside for professional development, notification of school choice and tutoring services for eligible students attending one and two star schools, SMART Goals and alignment of evaluation and state funding plan. Additionally, if SMS is in improvement status, the Board in conjunction with the administration (as appropriate) and authorizer, will revisit and reprioritize the operational budget to ensure resources are directed toward realizing improvement goals. This will be particularly critical to meet the requirements of Turnaround Plans, and especially if the administrator or a significant portion of the staff are replaced. Arrangements will need to be made to employ an interim administrator to assist with the transformation process. If SMS is in school improvement status, the Board will require an appropriate staff or board member to attend any state meetings or conferences that address school improvement protocol.

TAB 5 GOVERNANCE, PARENTAL INVOLVEMENT, AUDITS

Governance Structure

Board of Directors

Syringa Mountain School is committed to effective school governance. The Syringa Mountain School Board is legally responsible for the school's operations. The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth in the Bylaws (except during the first year when terms will be staggered to ensure continuity of leadership). Terms will begin the year the school is authorized. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

At the heart of SMS's approach to governance are seven proven principles championed by non-profit board experts Brian Carpenter and John Carver. [55] These principles, tailored to SMS Board of Directors, are as follows:

PRINCIPLES	**BOARD RESPONSIBILITIES**
Govern as Stewards	-*Uphold* by-laws, Code of Conduct, operating principles, and other policies -*Develop, review* and *approve* policies
Establish Organizational Purpose	-*Establish and uphold* the school's mission, vision, and core values -*Support* and *promote* the school -*Build strategic alliances*
Exercise Fiduciary Responsibility	-*Safeguard* stakeholders' right to safety in the school -*Safeguard the school's finances and property* -*Grow the school's resources* -*Support* and *promote* fundraising efforts -*Ensure legal and financial stability* -*Provide* oversight or final approval of hiring, dismissal, job descriptions and employment agreements -*Provide* oversight or final approval of expulsions
Delegate Authority and Ensure Accountability	-*Delegate* authority to School Administrator -*Ensure attainment of performance outcomes* -*Maintain* clarity of roles and responsibilities within the governance structure
Speak and Act as One	-*Uphold* by-laws, charter, code of conduct, operating principles, policies, and meeting agreements or norms -*Redirect* operational conversations to appropriate staff -*Ensure Board* business is done within the framework of Board meetings, as per applicable open meeting laws

Do What Matters Most	-*Monitor* school's progress on performance outcomes -Adopt Board policy -*Oversee* school financial health
Invest in Our Capacity	-*Engage in ongoing and focused professional development* -*Schedule* capacity-building opportunities -*Recruit* and *seat* capable, qualified and diverse Board members -*Evaluate* Board's performance

As outlined in Section 4.7, upon taking the Oath of Directors, Board members are required to sign and abide by the Code of Ethics for School Board Members. (**Appendix A)**

Non Profit Corporation

SMS is organized and operated as an Idaho non-profit corporation and is legally and operationally independent from Blaine County School District. Articles of Incorporation provide the legal parameters within which the SMS Board operates. The SMS's current by-laws provide a full description of the organization of the school. SMS is awaiting its tax-exempt status under Section 501(c)(3) by the IRS based on its charitable purposes and operations (All of the above documents found in **Appendix A**.

In keeping with the seven principles for effective governance, the Board is an autonomous governing body that delegates significant authority for operational responsibilities and execution of policy and procedure to the Administrator. The Administrator supervises all staff (see below for leadership responsibilities) and reports directly to the Board. The Board monitors the school's progress on the stated performance outcomes. The Administration collaborates closely with three key groups, the Board of Directors, the Staff Council and the Parent Advisory (see below for more information). All groups work interdependently and support each other. Detailed descriptions of the roles and responsibilities of the Administrator, Staff Council and Parent Advisory are contained in sections below.

Transition from Founding Board to Governing Board

During the initial year of operation, the SMS Board will be comprised of the Founders as listed in the Bylaws (Appendix A). As their terms expire and or vacancies arise, the Board will fill the positions as specified in Section 4 of their Bylaws. The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

The role of the Founding Board focuses on envisioning and realizing the mission and vision of the school, attracting support through committed families and students, obtaining authorization, pursuing partnerships and business arrangements, and building a strong foundation and infrastructure for the school. To use an education metaphor, their work is to "get the right people on the bus." As the Founding Board's terms end, the Governing Board refocuses on student recruitment, growth, sustainability, solvency, and academic success. Capital campaigns also are part of the Governing board' work. To continue with the metaphor, the Governing Board ensures the right people are on the bus, and that the destination is worthy, achievable and successful.

Staggered terms for Board members ensure the founders are replaced systematically during the first three years of the schools' operation. In this way, the working memory and original purpose of the organization are preserved at the same time new ideas and directions are initiated.

In the case of SMS, it is anticipated that two of the founding board members will step down to become school employees. Additionally, the founding board, established in August 2012, has been slowly adding board members as the areas of expertise needed on the board are identified. In this way, new members have been brought on approximately every two months during the past year, oriented and participated throughout the formation period of the board.

Also in the case of SMS, no single "founder" initiated the school. A group of parents and teachers initiated the new school process and have been guiding and overseeing it as an individual was recruited to write the petition, apply for non-profit status, etc. SMS has been founded on a shared leadership and decision making model, as evidenced by this petition. Each board member took responsibility for the area they held expertise in, and chaired or worked on each committee to ensure the work was completed for the petition to be submitted.

Board Recruitment

The SMS Board will actively seek new board members through recruitment to Board committees. Advisory Committees will provide a "trial" period by which prospective board members can be vetted. The Board experience/expertise matrix below will guide the Board's efforts to recruit appropriate new Board members, ensuring that Board members in total are proficient in all areas of Board leadership (Taken from Idaho State Department of Education Charter School Resources). All new board members will receive an ISBA New Board Member Packet and Waldorf education packet. An experienced member of the Board will be assigned as a mentor to each new Board member. As part of the annual Board self-assessment, areas of expertise needed to enhance Board function will be identified and prospective committee members recruited accordingly.

School Board policy will be written and adopted regarding composition, purpose, and operating parameters of Board appointed Advisory Committees. At a minimum, each advisory committee will be lead/chaired by at least one Board member. Committee members will be solicited and selected by the Committee chair. If at all possible, committee selection will represent the different school interests, demographics and constituents including parents, community members, business, and students if and when possible.

Idaho State Department of Education

Charter School Board and Committee Member Matrix

Board Positions	Candidates	Organization	Title or Responsibility	Notes	Board Experience	Parent	Financial	Legal
Executive Committee								
President								
Vice President								
Secretary								
Treasurer								
Committee Chairs								
Development (fundraising strategy, sustainability)								
Marketing and Communications (website, newsletter, PR, brochure, etc.)								
Facilities Management								
Curriculum Development								
Etc.								
Committee Members								
Joanne Smith								
Etc.								
Notes:								
Add candidates by position, add as many lines as you need for each position	Mark qualifications desired for each position with an "X"	List all board positions	If candidate has a desired qualification, note in bold	If candidate has another qualification, note with "+"	Keep a candidate list separate, maybe below and plug them into positions			

Board Training and Evaluation

Upon authorization, SMS will join the Idaho School Board Association (ISBA).

During the first year in office, each Board member will receive and read the materials included in the "New Board Member Packet" as well as a packet of Waldorf related information.

An initial Professional Development Calendar will be developed by the Board to ensure all pertinent ISBA training modules are completed within the first two years of operation and every two years following. The calendar will also ensure the annual board self assessment is conducted and analyzed. Board members will be expected to attend state and/or national school board conferences. Specific in depth topics will be addressed by the Board at bi-annual professional development work sessions including specific training in Waldorf education. An annual Board self assessment will identify future areas of professional development.

Board members will be encouraged to attend any staff and parent education meetings.

Evaluation of the Board of Directors

Board Self Study

The evaluation of the Board of Directors will take place one month before elections are scheduled. The evaluations will be self-evaluations provided by the ISBA and the Board will be guided through the process by the ISBA. The data gathered from the annual Board assessment will be used to inform future board and committee composition, board functioning as well as professional development needs.

Open Meeting Law and Public Records Law

SMS Board will comply with Open Meeting Law and Public Records Law.

Administrator

The Administrator's duties include tasks and responsibilities delegated by the Board. These tasks relate to three research-based, broad categories of best practices, which are crucial for the success of SMS leadership over the next five years. As the table on the following page depicts, the categories for responsibilities are: *Ensuring Organizational Focus, Developing People, and Developing the Organization*.

PRINCIPLES	ADMINISTRATOR RESPONSIBILITIES
Ensuring Organizational Focus	This dimension of leadership includes setting school wide goals as well as inspiring others to pursue the school's mission, core-values, and vision into the future. Examples are: ☐ Expressing the school's mission, vision, and values ☐ Ensuring that day-to-day decisions and actions are in strong alignment with the school's mission ☐ Creating strong community and shared meanings ☐ Creating high performance expectations ☐ Fostering the acceptance of group goals ☐ Monitoring organizational performance ☐ Setting direction in the educational program ☐ Achieving and maintaining a stable and healthy financial situation ☐ Overseeing community outreach and student recruiting ☐ Supporting and promoting the school throughout the community ☐ Engaging parents in problem solve, decision making, goal setting as appropriate.

Developing People

This aspect of leadership is about positively influencing the development of human resources in the school, including:

☐ Offering intellectual stimulation
☐ Providing support and opportunities for growth
☐ Being an appropriate role model
☐ Empowering others to make decisions
☐ Providing instructional coaching
☐ Advocating for powerful teaching and learning
☐ Nurturing the development of families and parents
☐ Selecting, coaching, and retaining excellent staff
☐ Facilitating meaningful staff evaluation
☐ Ensuring the safety of all constituents
☐ Overseeing student admissions, attendance and student records
☐ Supporting Staff Council functions such as record keeping and agendas
☐ Providing direction, accountability and inspiration

The Administrator will abide by The School Superintendent's Association, AASA's Statement of Ethics for Educational Leaders **(Appendix M).**

Board and Administrator Role Delineation taken from the Idaho State Department of Education Charter School Resources:

Responsibility	Board of Directors	Administrator
Legal	• Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintains 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.	• 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.
Finance and Accounting	• Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place.	• Prepares annual budget with input from staff and finance committee. • Oversees preparation of periodic financial reports. • Implements proper financial controls.

Staff

The composition of the Administrative staff will vary depending on the needs of the school. The composition is determined annually during formation of the staffing plan and budget for the upcoming year. Some positions may be employees while others may provide services as independent contractors or other outside service providers.

The Staff Council

The Staff Council delivers the educational program. As the providers of day-to-day teaching and guidance, the Staff Council is defined as the full time Class Teachers. The Staff Council typically meets each week to discuss important instructional issues.

The Staff Council also assumes a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. The Staff Council works closely with all constituents to ensure the quality of educational programs and maintain the highest possible standards for teaching and learning. They act as an influential advisory body on education, policy, and program matters and are facilitated by the School Administrator. Other instructional staff may also be asked to contribute to the support of the school through meetings, committees, etc.

Roles & Responsibilities:

The following roles and responsibilities are a sampling of specific ways the Staff Council contributes to Syringa Mountain School:

1. Instructional Leaders: They design developmentally appropriate learning experiences employing the 'distinguishing features' of the SMS educational program. They use a variety of assessment tools to monitor student progress toward meeting charter performance outcomes. They advocate for principle-driven improvements to the school's educational practices as needed. For example, they serve as representatives on school committees. They build confidence by displaying competence and character, and through the conscious use of high-trust behaviors, such as "direct talk," "delivering results," and "keeping commitments."

2. Learners and Facilitators: the Staff Council functions as a community of successful learners. They develop high-quality instruction through active study and current research. They participate in professional development and pursue common goals. They exchange resources and best practices with colleagues and constituents. Through deliberate modeling and explanation, the Staff Council promotes Waldorf-inspired learning and teaching. Their efforts are focused on meeting the physical, social, and intellectual needs of all students. The Staff Council regularly engages in artistic expression and celebration to nourish themselves, one another, and the entire school community.

3. School Ambassadors: the Staff Council continuously promotes the school's mission, vision and values. They engage in effective parent-teacher communication and play an instrumental role in parent education. They hold regular class meetings, and build positive momentum for individual classes and the school as a whole. They actively promote the school and build bridges throughout the broader community. The Staff

Council participates in the life of the school, including festivals, celebrations, outreach activities and parent development opportunities. They engage parents in problem solving, decision making, goal setting as appropriate.

4. Student Advocates: the Staff Council functions as bridges between students and essential support services, activities and opportunities. They monitor students and are sensitive to behavioral or academic changes that might warrant further attention. They are advocates for the students, counseling and guiding, connecting personally, and encouraging students in an environment of acceptance and easy rapport. They offer assistance, enrichment, and remediation across grades and disciplines. They ensure the safety and well-being of students through child study, effective classroom management, and appropriate discipline procedures. They build strategic alliances with parents and other partners. They care deeply about each student, and implement an array of student interventions to ensure students achieve their full potential.

Parent Advisory

The Parent Advisory serves as an essential support group formed by parents. The Parent Advisory upholds the mission and vision of SMS, promotes the school's educational program, contributes to the physical maintenance of the school, conducts fundraising efforts, and coordinates volunteers for festivals and events, and generally provides appropriate support to parents. All parents are encouraged to attend and participate in Parent Advisory meetings. Additionally, Parent Advisory Members are called upon to advise the Board, Administrator and Staff Council in decision making, goal setting through involvement in strategic planning, annual parent surveys, parent education meetings and parent conferences. The SMS Parent Advisory will initiate a “new parents” buddy system to ensure each family is paired with a family with some Waldorf experience and understanding, and to build a strong SMS community who look out for and support each other. There early relationships can lead to strong enduring friendships for a lifetime.

Parent Involvement

Research conducted on the effects of parental involvement in the education of their children is clear--children and schools thrive when parents get involved. [56] Positive outcomes of parental involvement include:

- ☐ Improved educational performance
- ☐ Better student behavior
- ☐ Greater feelings of ownership and commitment
- ☐ Increased parent support of the school
- ☐ Improved school attendance
- ☐ Better understanding of roles and relationships in the parent-student-school triad
- ☐ Improved student emotional well-being

One of the most unique features of Syringa Mountain School is its proposed high level of parental involvement. Beyond involvement as a member of the SMS Parent Advisory, parents/guardians who choose SMS for their children are asked to give an average of five hours per month or fifty hours over the course of the school year towards various volunteer opportunities that may include: playground supervision, assisting in the classroom, site

maintenance, fundraising, hospitality, room parenting, serving on a Committee, attending parent education evenings.

Additionally, parents are asked to attend education evenings that are critical to providing consistency between home and school practices, and to enhance parent understanding of Waldorf education. One of these meetings is the annual parent orientation meeting held prior to the start of each school year. It is customary for class teachers to visit their new students' homes prior to the start of each school year, with parental permission to build communication between the home and school as well as to assist the teacher in individualizing their teaching approach to each child's needs.

Lastly, the school year consists of a series of school wide festivals that solidity the ties among the community. Parents are asked to attend and volunteer at all festivals. This high level of parental involvement enables parents/guardians to become integrally involved in shaping SMS and ensuring it fulfills its overall mission.

In order to provide all parents/guardians with the opportunity to be informed about and participate in school level decision-making, information about the SMS Board meetings, agendas, curriculum and activities is readily available to all families through regular electronic communication, newsletters, bulletins, and at parent education meetings, Parent Advisory meetings, parent conferences and at school events and festivals. Parent involvement will be documented using simple sign in sheets. Teachers will contact parents directly requesting specific help and notifying them of their hours.

Parent voice will be actively sought using regular satisfaction surveys and blogs.

Audits :Ref. Idaho Code § 33-5205(3)(k), 33-5206(7), 33-5210(3), and 33-701(5-10)

SMS Board of Directors complies with all school finance laws. The Board encourages public involvement and transparency by ensuring copies of annual budgets and audits are available in hard copy at the office or electronically online. The Board will also hold annual budget work sessions and encourage the public to attend through the media avenues typically employed.

Annual Financial Statement 33-701(6)

SMS's Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction. Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. SMS shall have available at the school office, upon request, a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the district.

Additional or Supplementary Statements and Reports

Nothing herein provided shall be construed as limiting any school as to any additional or supplementary statements and reports it may elect to make for the purpose of informing the public of its financial operations, either as to form, content, method, or frequency; and if all the information required herein to be published shall have been published as provided herein at regular intervals during the fiscal year covering successive portions of the fiscal year, then such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

Publication of Annual Financial Statement IC33-701(5)
The annual statement of financial condition and report shall be published on the SMS website and within the time above.

Certification of Annual Financial Statement
The SMS Board chairman, clerk, and treasurer shall certify the annual statement of financial condition and report to be true and correct, and the certification shall be included in each published statement.

Failure to Prepare and/or Publish Annual Financial Statement
In the event the SMS Board shall fail to prepare or cause to be prepared or to publish the annual statement of financial condition and report as herein required, the State Superintendent of Public Instruction shall cause the same to be prepared and published, and the cost thereof shall be an obligation of SMS. One (1) copy of the annual statement of financial condition and report shall be retained in the Office of the Clerk of the Board, where the same shall be open at all times to examination and inspection by any person.

Financial Audit IC33-701(6)

1. SMS will cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code.
2. The auditor shall be employed on written contract.
3. One (1) copy of the audit report shall be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. If the audit report is not received by the State Department of Education by November 10, the Department may withhold all or a portion of the district's November 15 distribution made pursuant to section 33-1009, Idaho Code, for noncompliance with the audit report deadline. Provided however, SMS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.
4. In the event the State Department of Education requests further explanation or additional information regarding SMS's audit report, SMS shall provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the State Department's request. If SMS fails to respond within the thirty (30) day time limit, the State Department of Education may withhold all or a portion of SMS's next scheduled distribution to be made pursuant to section 33-1009, Idaho Code. Provided however, SMS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

5. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

Required Report Filing IC33-701(7)

SMS will annually submit a report to the Authorizer that contains the fiscal and programmatic audit, a report on student progress based on the educational measures, and the accreditation report if conducted as per IC33-5206(7).

Destruction or Cancelation of Checks or Warrants IC33-701(8)

SMS will order the destruction of any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid;

Budget Review IC 33-701(9)

SMS will facilitate the review of the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school. Any person or persons proposing a budget adjustment under this section shall notify in writing each member of the Board one (1) week prior to the meeting at which such proposal will be made. Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the Board. Such amended budgets shall be submitted to the State Superintendent of Public Instruction;

General Funds IC33-701(10)

The SMS Board agrees to invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the school.

TAB 6 EMPLOYEE QUALIFICATIONS, HEALTH AND SAFETY, STUDENT DESCIPLINE, EMPLOYEES: BENEFITS, STATUS, CONTRACTS

Employee Qualifications:

The faculty and staff at SMS will strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect through adherence to Idaho State Code and the Waldorf Methods curriculum offered.

The following information deals in particular with regulations that may affect our faculty or staff members. Other information is included as minimum requirements for the charter school to function with the level of autonomy and freedom intended by the Charter Schools Act.

SMS reserves the right to create, revise, implement, and enforce all non-substantive policies, procedures, and provisions of its organization and operations at any time during the charter period. Substantive policies, procedure, and provisions shall be subject to creation or modification according to rights of law.

Full-time employees at SMS will meet or exceed qualifications required by the State of Idaho. In order to be considered for employment, individuals will meet, but not be limited to, the following requirements:

• Employees will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of SMS.

• Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold as well as be highly qualified as defined by the SDE. They will also be pursuing their separate Waldorf certification.

• Administrators will be certified in accordance with Idaho statute.

• All teacher applicants will be required to complete a standard application and interview procedure.

• Other employees will be required to hold expertise in their field and an ability and interest in working with children of all ages and backgrounds, and their families and be highly qualified as defined by the SDE where appropriate.

• The school's employment procedures will fully comply with Idaho Code, including criminal record summaries and fingerprinting. All employees, including volunteers working with individual students or on a one to one basis with students will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education. This includes substitute teachers, custodians, paraprofessionals, volunteers, etc.

• All Board of Directors is required to undergo criminal background checks.

• All teachers and administrators will be on a written contract in a form approved by the State Superintendent of Public Instruction (Idaho Code 33-5206(4)).

• SMS reserves the right to seek waivers or limited certification options as provided by rule of the State Board of Education when deemed in the best interests of the education program.

• SMS reserves the right to hire any person for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise. The ultimate goal is to employ highly qualified educators as defined by the SDE and as appropriate to the position. All temporary staff will be required to pass a background check.

Collective Bargaining

Teachers and staff at Syringa Mountain School will be a separate unit for purposes of collective bargaining.

Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

SMS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in SMS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association.

The SMS Board and SMS Staff strive to create a learning environment that is conducive to active, imaginative learning. SMS will provide a positive, safe, engaging school climate that includes school life, facilities, relationships, teaching and learning, and the school environment. Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development. (See A Review of School Climate 2013, from the National School Climate Center,

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SMS Definition of School Climate

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators' model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

(This definition of school climate and a positive, sustained school climate were consensually developed by the National School Climate Council that NSCC co-leads with the Education Commission of the States.)

Components of a School Climate

Upon authorization, the Board will adopt policies/procedures in the following areas referencing the ISBA, BCSD and Sage International School policies. (See sample policies below)

SMS will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools, including but not limited to the following:

1. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
2. The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
3. Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
4. Maps illustrating fire exit routes will be posted near the exit in every room;
5. All staff will be trained in procedures outlined in the public schools' Emergency Hand-book;
6. All visitors and volunteers will be required to check in at the office and to wear an identification badge;
7. Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
8. All state rules and regulations for student safety will be followed;
9. A health/nurse room will be furnished and supplied adequately for the number of students in the school.
10. Health records highlighting chronic issues will be held on each student and made available in emergencies;
11. Emergency contact numbers will be maintained on all students;
12. Require that all students show proof of immunization before being enrolled at SMS or have an exemption signed by a parent or legal guardian.
13. All staff will be trained in universal medical and health precautions including communicable diseases;
14. First aid kits will be furnished, easily accessed and a portable first aid kit taken for all off campus excursions.
15. SMS will adopt a policies addressing bullying/harassment
16. All employees will be screened by law enforcement agencies.
17. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with SMS's insurance carriers and at a minimum address the above and the following items:
    a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
    b. Polices relating to preventing contact with blood-borne pathogens.

c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder. SMS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
d. Policies relating to the administration of prescription drugs and other medicine.
e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
f. Policies establishing that the school functions as a gun-, drug-, alcohol-, and tobacco-free workplace.

18. SMS will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. See **Appendix P** Student Handbook for Digital citizenship agreement.
19. SMS will include the following Media Viewing Policy:

    The violence, consumerism and passive entertainment that are taken for granted in today's mass-media culture do not support the well being of children. The cumulative effect of repeated exposure to television, video games, movies, radio and computers can negatively impact a child's development. At Desert Marigold, we strongly encourage parents to take full responsibility for determining the type and extent of screen viewing (video games, game-boy, x-box, computers, etc.), and media exposure (television and DVD) their children receive. Your child's teachers will be providing information regarding media use and your child's education and engaging you in a dialogue that we hope will be stimulating and rewarding. Our goal in doing so is to do our utmost to create a learning environment that is conducive to active, imaginative learning.

    Our recommended guidelines regarding media use are as follows:

    1. For children in preschool and kindergarten: None, or as little as possible.
    2. For children in grades 1 – 3: No television, video games, computers or movies during the school week; minimal parent-directed media use on weekends and during vacations.
    3. For students in grades 4 – 8: No television or video games or computers in the morning before school; minimal parent-directed media use during the school week; parental involvement in determining appropriate media and computer-use choices at all other times.

Student Discipline: Practices and Policies

Practices:

Student Behavior Expectations

SMS is committed to a safe learning environment. Student's expectations for appropriate behavior are high and will be communicated to students, parents and teachers through training, the student handbook and everyday practice. The school-wide philosophy that will be implemented for discipline will follow the "Love and Logic" approach as well as Compassionate Communication (**Appendix U**).

The Love and Logic program is a classroom management approach to working with students that:
1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions, and consequences.

Teachers and staff follow three basic rules when using Love and Logic, which are:
1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy.

SMS models their student discipline practices and procedures after Non-violent Communication protocol and Teaching with Love and Logic (See **Appendix U).**

Expectations in Early Childhood Classes (Classroom management) Discipline at SMS emphasizes a positive approach where the young child is gradually led toward an experience of self discipline. We expect children to behave in an age appropriate, respectful way towards adults, classmates, and school and personal property. Teachers use discretion in handling each circumstance using the following guidelines:

Respectful, Calm & Clear Communication: We keep our language simple and try not to use too many words. We use simple, basic imaginations and metaphors to get our point across and avoid over-intellectualizing.

Encouraging Messages: We tell the children what they CAN do as an alternative to what they are not allowed to do. We also, take note when their behavior is exceptionally pleasing or helpful. We try to avoid empty praise but specific encouragement is excellent.

Model Problem Solving Skills and Corrective Behavior: Children in early childhood operate out of the mode of imitation. Modeling for them how to navigate through situations that they have not yet developed the "know how" for is far more effective than talking to them about what to do.

Natural and Logical Consequences: We avoid non-related consequences, i.e. taking away a toy for hitting. Instead we choose consequences that correlate to the child's misdeed, i.e. for hitting the child may become 'the doctor' to heal the injured, to fix what has been broken or rest when the ears must be too tired to work right.

Clear, Immediate, Calm Action: We believe that there is no "wrong" behavior… just behavior that is out of its right time, place, and intensity. It is our goal to guide the children through direct modeling and engaging the imagination toward a better understanding of positive and harmonious behavior. For example, there is absolutely nothing wrong with wanting to speak with a friend; in fact, friendship is something to be cherished! However, speaking to a friend in the middle of a story or ring time may not be the best time or place to do so. Part of our task as educators is to help children appreciate when to engage and when to refrain and how to bring the correct level of intensity to each situation. All of the redirection, guidance and correction in the classroom are built around this idea.

1. When a situation occurs which requires disciplinary action, the first step is to right the wrong. If someone is hurt, the child responsible for the hurt is asked to give aid, such as bringing an ice pack or laying on a "healing hand". The teacher reminds the child that "hands are for good work and play," or "we use kind and gentle words." If the child easily forgets classroom rules, he or she will work in close contact with a teacher or assistant.
2. If the incident is one to cause deeper concern, or if a student continues to be disruptive and/ or exhibits discourteous behavior, (taking age appropriate behavior into consideration) the teacher contacts the parents to discuss the situation. At this time the teacher may ask parents to be prepared to remove the child from school before dismissal time if the problem behavior occurs again. This action makes it clear to the child and all students in the class that such behavior is not tolerated.
3. In certain cases as deemed necessary by the teacher, a meeting is arranged with parents, teacher and, if necessary, an additional member of the faculty or staff. Parents and teachers work together as a team to prepare a written course of action. This plan outlines steps to be taken at home and at school to address the child's behavior and to help him or her to move in a more positive direction.
4. If the undesirable behavior persists parents may be asked to keep the child at home until a meeting with a Care Group, made up of several Faculty members, can be arranged. The Care Group may ask parents to seek professional help for their child such as counseling, medical help or assessment by an expert in child development. A written agreement outlining the required course of action will need to be signed by the parents before the child returns to the classroom.
5. If the problem persists and professional help is not utilized or not utilized sufficiently enough to address the student's problems, the parents may be required to withdraw their child from the school.

Grades Class Expectations

1. No Crosstalk Allowed! This means everyone is expected to pay reverent attention to whoever is speaking. No interruptions.
2. No wandering around the classroom. Everyone stays seated unless they have communicated with the teacher first. We use sign language to communicate our needs.
3. We raise our hand before speaking aloud.
4. We use respectful and courteous speech. The children are welcome to have their own opinions, feelings, and express themselves freely. However, they must find a way to communicate that does not disrespect others. This includes a respectful tone of voice.

5. We use our words first – always! The children are expected to problem solve issues on their own – or at least try to do so before grabbing a teacher.
6. Absolutely no hitting, kicking, scratching or biting at any time! We have a zero tolerance policy regarding violence in the Grades Program. The students are old enough to regulate and redirect their behavior. The student will receive an immediate consequence and lose their recess privileges for the day. In extreme cases or repeated incidents, parents will be notified. In extreme circumstances (deliberate or repeated acts of aggression/anger) the student will be sent home immediately from school.
7. Everyone helps at lunch time cleanup, chore time, and recess clean up! No one is exempt from their daily obligations. We maintain our classroom daily. Please see chore wheel for specific chores.
8. The game or play stops when someone is hurt. All play stops until the injured party is safely away from the rest of the play.
9. The children may have water bottles at their cubbies..

Problem solving protocol and Fair Trade: Our protocol for empowering children to problem solve on their own follows: Always ask the student bringing the concern "Did you talk to your friend first before coming to me?" If their answer is "no," send them back to speak directly with their peers. If the answer is "yes" – go check with the other party and ask if they were consulted.

If at this point, they are unable to resolve the issue, an adult will step in and assist.

The philosophy behind this method:

It teaches children to evaluate the seriousness of an incident: is it something that they can resolve with their friends or is it a big enough issue to bring in an adult? It teaches direct communication and begins to build strong inter-personal skills. It discourages gossip and mean spirited speech. It eliminates the endless tattling that often occurs around 7/8 year olds.

If they play during work time, then they work during play time! Our classrooms operate under the **Fair Trade system**. The students understand that their behavior can either contribute to or detract from the learning environment. If they behave in such a way that they are detracting from the classroom experience, they will have to do something that contributes to SMS during their free time. (Chores, work, something helpful – there's always so much to do!)

Shared Discipline

When a parent is on site with their child, they are responsible for their child's safety. All animal pastures, corrals and coops are off limits after school dismissal each day, unless accompanied by a SMS staff member. After school hours, please admire and cajole our animals from outside their fences.

Prohibited items/activities

The following are not permitted in school or on school grounds:

- Pocketknives (unless approved by a teacher for a specific project) and other potentially dangerous items.

• Riding bikes or scooters during school hours unless sanctioned and supervised by a teacher.
• Chewing gum.
• Using music players, electronic games, etc.
• Playing ball, riding bikes and scooters, or roller-blades inside the school building.
• Excessive wrestling or roughhousing.
• Throwing rocks and other hard objects. Snowball throws are permitted with teacher permission and supervision.
• Using sticks for sword fights unless supervised by a teacher.
• Sleds with metals runners and sliding or sledding head first.
• Hard balls.
• Using swings, ropes and other playground equipment in a manner that puts anyone at risk.

Policies

1. ***Denial of Attendance to a Student:***

Per Idaho Code 33-205, the school's Board of Directors may deny enrollment to SMS to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the Board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

2. **Procedure by which Students can be Suspended, Expelled and Reenrolled:**

SMS will assemble a student handbook (**Appendix P**) following state law (Idaho Code 33-205) that outlines a "code of conduct," including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to the following steps, in chronological order:

Step 1: Parent/guardian notification by teacher/staff (written and/or verbal).
Step 2: Parent/guardian notification by teacher/staff/Administrator (written and/or verbal) and possible parent/teacher/Administrator conference.
Step 3: Possible suspension and prior to suspension if needed the Administrator shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification of suspension should not to exceed five (5) school days in length.

3. Re-admission after conference with Student/Parent/Administrator.

Possible additional ten (10) days suspension by the school's Board of Directors and provided that on a finding by the school's Board of Directors that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the Board of Directors may extend the suspension for an additional five (5) school days. Reenrollment will occur after holding a conference with the student/ parent/Administrator and reviewing students attitude and behavior history, activities during suspension, recommendations by counselor, teacher, student advocate. Step 4: Expulsion (Idaho code 33-205) by school's Board of Directors by written notice to the parent/guardian of the pupil stating the grounds for expulsion and the time and place where such parent/guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board.

Step 5: Reenrollment will occur after meeting with school's Board of Directors/Administrator prior to end of expulsion, and reviewing students' attitude and behavior history, activities during expulsion, recommendations by counselor, teacher, and student advocate.

4. **Drug and Alcohol Use Policy**

SMS will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, WRWMS is committed to the concept of having a drug-free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood-altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

• Parent or guardian contacted

- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

Student Referral

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation. As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described. Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular student.

Staff Training

SMS will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Administrator through appropriate procedures. To develop reasonable cause for taking action, the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs
- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

Disciplinary Procedure

1. First Offense for Use or Possession (K-8)
    - Parent or guardian will be contacted;
    - Student will be suspended for 5 days;
    - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
    - Law enforcement agency shall be contacted; and,
    - If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-8)
    - Parent or guardian will be contacted;
    - Board of Directors may be petitioned for expulsion of student;
    - Law enforcement agency shall be contacted; and,
    - Child Protection Services (C.P.S.) may be contacted.
3. Third Offense for Use or Possession (K-8)
    - Parent or guardian will be contacted;

• The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
• Law enforcement agency shall be contacted; and,
• Child Protection Services (C.P.S.) will be contacted.

4. First Offense for Selling or Delivering (K-8)
   • Parent or guardian will be contacted;
   • Law enforcement agency shall be contacted;
   • The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
   • Child Protective Services (C.P.S.) may be contacted.

5. Weapons, Fireworks, and Dangerous Instruments:

Possession, handling, or transporting a firearm, dirk knife, bowie knife, dagger, metal knuckles, or any deadly and dangerous weapons as defined in Section 921 of Title 18 of the United States Code, including any knife, any explosive, including firecrackers, or any other dangerous object [Dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property], on or about his/her possession while on the property of the WRWMS, while engaged in a school activity on other property, and/or while riding school-provided transportation.

Causing or attempting to cause physical injury with a weapon or dangerous implement as defined in the aforementioned paragraph, or behaving in a way that could cause physical injury to any person is in violation of this policy.

Violation of the weapons policy will result in immediate suspension and expulsion for a minimum of one year or as determined by the Board on a case by-case basis. The suspension and expulsion includes no participation in or watching of any school activity on school property. The suspended or expelled student may not be present on school property at any time. This may be modified only by the Board.

6. Suicide prevention IDAPA 08.02.03.160 (Policy included in **Appendix Q.)**

Employees

Benefits: *Idaho Code 33-5205(3)(m)*

Syringa Mountain School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, employees will be covered by unemployment and worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Syringa Mountain School to offer competitive wages and benefits so that it can recruit and retain talented employees to shape children who will become the leaders of our future

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by

PERSI. All employees will contribute to the Social Security System. SMS will make all employer contributions as required by PERSI and Federal Social Security. SMS will also pay for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code § 33-1279. SMS will also allow for accumulation of sick leave as allowed by Idaho Code § 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all employees are enrolled in or covered by health insurance, either through the school provided plan or some alternate plan.

Status

Transfer Rights *Idaho Code §§ 33-5205(3)(o)*
SMS is its own Local Education Agency (LEA). No employee transfer rights apply between SMS and any other school district.

Professional Opportunities
All employees will undergo an annual performance review which will in part determine individual and staff professional development needs. SMS teachers are required to be Idaho certified as well as pursing ongoing Waldorf certification. SMS will provide extensive professional opportunities annually to its teaching staff to include:
☐ Pre-service training provided in Waldorf education prior to the start of school.
☐ Mentoring provided during the school year.
☐ Hiring teachers who are multiply endorsed and who will loop with their students over multiple years.
☐ Common planning times and time before or after school provided to collaborate and coordinate their instruction.
☐ Peer observation opportunities provided.

Annual summer professional development occurs with teachers attending either the Micha-el Institute or Rudolf Steiner College for annual two week intensives in the upcoming grade level they will be preparing to teach. Additionally, specials teachers will attend courses specific to their discipline through the Steiner College.

We have selected the **Micha-el Institute**, in Portland, Oregon, to deliver our needed **Waldorf certification training.** This is four year training program that occurs onsite during the summers and through online assignments throughout the school year. The director of the Micha-el Institute, John Miles, will also be contracted to provide onsite mentoring. The convenience of the program location being offered to us just one state over combined with the program's rigor has convinced us that this is a meaningful way to equip our team of teachers to be ready to take on the challenge of opening a cutting edge public Waldorf charter school.

We have selected the **Rudolf Steiner College**, in Sacramento, California, to deliver our **specialized Waldorf certification training**. Rudolf Steiner College is one of America's leading Waldorf teacher education colleges established in 1976. Their programs are designed to meet the professional development needs of our specialty teachers with 2-3 week summer intensives in Spanish Teaching, Remedial Reading, At Risk Students, Arts/Handwork Instruction, and Waldorf Education for Public School Teachers.

Professional development will occur throughout the school year through child study, staff meetings, parent education evenings, special guest speakers and individual teacher mentoring.

Resources for Professional Development
In addition to the scheduled professional development outlined in **Appendix M**, a substantial amount of professional development resources is available online, either for free or at a discounted cost. A professional library will be maintained on site and electronically.

Evaluation of the Administration
The evaluation of the administration will take place annually before the end of June. See **Appendix M** for specific administrator evaluation tools.

Evaluation of Teachers and Staff
Teacher and staff performance will be evaluated in accordance with Idaho state law and the State Department of Education policies. SMS will develop an evaluation process based the Danielson model for teacher evaluation or whatever model the state may mandate in the future. All teacher evaluations will be conducted at least once a year by a certified administrator according to the SDE timeline. See teacher evaluation tools in **Appendix M.**

Contracts *Idaho Code § 33-5206(4)*
All certificated staff will be required to sign a written contract with SMS. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification. A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Background Checks *Idaho Code §§ 33-130 33-512 and 33-5210(4)(d)*
All employees, subcontractors, board members, and volunteers who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. SMS will pay for background checks for all employees, volunteers and board members.

TAB 7

ADMISSION PROCEDURES, ENROLLMENT OPPPORTUNITIES, STUDENT HANDBOOK

Enrollment capacity of the school:

Syringa Mountain School probable or expected enrollment and growth (maximum numbers per grade)

Year:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
K (half-day)	20	20	20	20	20	20	20	20	20
K (full-day)	20	20	20	20	20	20	20	20	20
1st Grade	30	30	30	30	30	30	30	30	30
1st Grade		30	30	30	30	30	30	30	30
2nd Grade	30	30	30	30	30	30	30	30	30
2nd Grade			30	30	30	30	30	30	30
3rd Grade	30	30	30	30	30	30	30	30	30
3rd Grade				30	30	30	30	30	30
4th Grade	30	30	30	30	30	30	30	30	30
4th Grade					30	30	30	30	30
5th Grade	30	30	30	30	30	30	30	30	30
5th Grade						30	30	30	30
6th Grade		30	30	30	30	30	30	30	30
6th Grade							30	30	30
7th Grade			30	30	30	30	30	30	30
7th Grade								30	30
8th Grade				30	30	30	30	30	30
8th Grade									30
Total	**190**	**250**	**310**	**370**	**400**	**430**	**460**	**490**	**520**

These numbers are the maximum number of students in each grade. It is our intent to allow the school to grow using a controlled growth plan on a 9 ~~10~~-year schedule. We will add one grade level beyond the fifth grade each year up to a top grade level of eighth grade. Additionally, for each year, we will add a second class of a lower grade to promote and allow for growth at the upper levels. Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Waldorf schools are particularly effective with larger class sizes due to practices such as teacher looping, experiential learning, arts integration, daily garden and animal husbandry skills, in other words equal attention to cultivating the child's heart, head and hands.

Process for Public Notification of Enrollment Opportunities

The following actions will be made to notify the public of enrollment opportunities at SMS. While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Syringa Mountain School each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, SMS shall ensure that such process includes the dissemination of press releases and/or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area for SMS. SMS will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Public notification may include, but is not limited to, SMS school communication vehicles, Mountain Express online, The Sun and the BCSD Web page updates; advertising in local newspapers Mountain Express and The Sun; postings at community centers such as the YMCA, Blaine County Recreation District, Hailey Public Library, the Community Library, public information meetings/open houses to be held prior to the start of the school year and during the school year. At each event, a record of the attendants and email addresses will be collected to follow up electronically with all interested parties and notify them of future enrollment opportunities.

Requests for Admission

Syringa Mountain School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state may make a request in writing for such child to attend SMS. In the case of a family with more than one (1) child seeking to attend SMS, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, SMS on or before the enrollment deadline established by SMS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of SMS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to SMS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by SMS shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Enrollment Deadline

Each year Syringa Mountain School shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend SMS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Applications will be accepted after the enrollment deadline either to fill open spots or to be added to the waiting list.

Admission Preferences for Initial Enrollment

If the initial capacity of Syringa Mountain School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to SMS. SMS will follow Idaho Code Section 33-502 (j).

Prospective students will be placed in priority groups as follows:

First Priority: The children of founders and full-time employees provided that this admission preference shall be limited to not more than 10% of the total enrollment. Once the number of founders' applicants reaches the 10% limit, the remaining children of founders will not be included in this category. Once this category is filled, the remaining students will be categorized according to the highest level of preference for which they are otherwise eligible.

Second Priority: Siblings of pupils already enrolled in SMS.

Third Priority: Prospective students residing in the primary attendance area of SMS.

Fourth Priority: Prospective students residing outside the primary attendance area of SMS.

For subsequent enrollment periods, prospective students will be placed in the following priority groups as needed for the lottery:

First Priority: Pupils returning to SMS in the second or any subsequent year of operation

Second Priority: The children of founders and full-time employees, provided that this admission preference shall be limited to not more than 10% of the total enrollment.

Third Priority: Siblings of pupils already enrolled in SMS.

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

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

Founders and Admission Preference Taken from the Bylaws, Article 3, Section 3.2 Founders and Admission Preference: A "Founder" is hereby defined as a person, including employees, parents, or staff of a public charter school, who has served for at least 9 months on the founders board or committees and has worked at least 100 hours on outside projects. The time on the founders board or committees and the hours on outside projects must be performed by the date of the first lottery. The Board of Directors of SMS will vote prior to the first lottery to identify qualified founders based on the criteria above.

Sibling definition A sibling is defined as a brother or sister living in the same primary household who has one or both parents in common, a half or step sibling, a foster child or a child under legal guardianship of the same parent(s).

Proposed Attendance List for Lottery *Idaho Code § 33-5205(3)(j)*

Syringa Mountain School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery. Each year SMS will create a new attendance list containing the names of all prospective students on whose behalf a written request for admission was received in a timely manner by the public charter school, separated by grade level. Returning students will be automatically included in the attendance list unless the parents or guardians have requested otherwise. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders and full-time employees preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for primary attendance area preference. Names shall not be carried over from one year to the next.

Equitable Selection Process

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process. SMS will hold a lottery on or before April 30 of each year. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. If the initial capacity of SMS is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then SMS will determine the students who will be offered admission by conducting a fair and equitable lottery.

Final Selection List IDAPA Rule 08.02.04.203.09.

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to SMS in that grade, and shall be offered admission to SMS in such grade until all seats for that grade are filled. All student names that were not selected in the lottery will be listed after the selected students in the order established by the lottery. All openings during the school year will be filled according to the order of this list. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Waiting lists for a given school year shall not roll over to a subsequent school year.

Notification and Acceptance Process

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, SMS shall send an offer letter to the parent, guardian, or other person who submitted a request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer will be followed by enrollment information to be completed by such student's parent or guardian and returned to SMS by the date designated in the materials. Notifications will be by phone call, email, or letter.

With respect to a student not selected for admission in the lottery process, SMS shall notify the parent, guardian, or other person who submitted a request for admission within seven days. The notification will explain that the prospective student is not eligible for admission but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return such offer in a timely manner by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from SMS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

Waiting List

A waiting list will be maintained and reviewed throughout the year. Students will be listed by grade and by preference categories. Any student who enrolls after the lottery will be added to the bottom of the waiting list. The waiting list will not carry over from one year to the next.

Public School Attendance Alternative *Idaho Code § 33-5205(3) (n)*
Since a charter school is a public school and SMS is a new entity, not a conversion of an existing school, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll or seek admission to other educational entities, be they public, private or other. Enrollment is not mandated based upon residential proximity to SMS, but through parental choice and equitable selection.

Student Handbook and Procedure Ensuring Parental Access to Student Handbook

SMS's handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. The term student handbook is synonymous with parent handbook. The handbook will be distributed to all parents electronically and as a hard copy the first day of school. As part of our registration procedures, parents will receive their handbook and be requested to sign a validation form indicating that they have read and will comply with the handbook. The handbook will also be available for quick reference via the school website. See **Appendix P** for Draft Student Handbook.

TAB 8 *BUSINESS PLAN, DESCRIPTION, MARKETING, MANAGEMENT, FINANCES, TRANSPORTATION, and NUTRITION.*

Business Plan

Syringa Mountain School-is organized exclusively for charitable, educational and scientific purposes. The Articles of Incorporation for Wood River Waldorf Methods School, a Public Charter School, Inc. as filed and approved by the Secretary of State for the State of Idaho on August 30, 2012 and Doing Business As (DBA) Syringa Mountain School documentation can both be found in **Appendix A.**

SMS will initially serve kindergarten through fifth grade with plans to extend to eight grades. SMS will be located within the Blaine County School District, Idaho, and plans to open in August 2014. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. SMS will operate as a public charter school and is subject to all the rules and regulations of traditional public schools. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy. The non-profit status is important in accessing contributions from entities that are willing to donate to the programs of charter schools.

Marketing Plan:

The purpose of the SMS Marketing Plan is to develop a consistent message and implementation process linked to our vision, mission, and values; engage parents, board, staff, students, community; communicate strategically and use communication tools effectively. A PR/Marketing Committee will be formed with interested and if possible experienced parents, teachers, students, and Administrator.

The goals and major responsibilities of the Marketing Committee include:

1. Communicating accurately, creatively and thoroughly the SMS mission using a variety of communication vehicles.
    a. Annually a variety of media outlets will be used to notify the community about all school events, significant news worthy articles, student achievement and performance, as well as logistics such as the enrollment/re-enrollment and lottery process for SMS. Media coverage will be balanced between reaching the identified audience, utilizing as many free, or low cost options as possible, and ensuring universal access. Media examples include:
        1) Community calendars on television, radio, internet, websites and including Spanish stations
        2) Ads/articles in back to school edition of Mountain Express newspaper
        3) Open houses held three times during the year, and one held one month prior to the start of school.
        4) Flyers attached to products sold by local merchants.
        5) Information tables at local events/festivals: May Faire, Annual Christmas Bazaar.
        6) School website, as well as blogs, Facebook, and Twitter pages

7) Public speaking: Chamber of Commerce, Rotary, Community Radio show, KECH news
8) Ongoing articles in the Mountain Express and Twin Falls papers
9. Development and publication of news releases and articles for all school events and festivities

2. Monitoring community response to inform decision making:
   a. All parents, students, and staff will be surveyed annually to measure satisfaction and to answer questions concerning whether we are fulfilling our mission and vision as outlined in the Charter.
   b. Collect data from public information events and speakers.
   c. Monitor public comment on Facebook

3. Leverage educational offerings through partnerships:
   a. Development of marketing strategies to attract partnerships that will enhance the educational offerings of SMS. See **Appendix E** for initial partnership collaborations.

4. Ensuring all students and families are reached with PR/Marketing Plan.
   a. Include strategies to reach at-risk and non-English speaking students as well as underserved students (Idaho Code § *33-5205).*
      1) Ongoing articles in the Spanish only section of the Mountain Express
      2)Public service announcements on Spanish speaking radio program
      3) Spanish language enrollment information posted on SMS's website
      4)Posting advertising materials in English and Spanish in writing, electronically and in prominent locations (i.e. the libraries, churches, hospital, clinics, YMCS, BCRD)
      5)Providing materials in Spanish at all public events, whenever English materials will be distributed.
      6)Advertising materials will state SMS's non-discrimination policy
      7)Partnering with the BCSD to utilize SMS site, services and staff to meet the needs of BCSD at-risk and underserved students I.E. Autism-spectrum program students receive therapeutic services at SMS (in progress); I Have a Dream Foundation students attend SMS after school enrichment (in process).
      8)Distributing information and presenting information at faculty meetings, administrative meetings and Parent Association Meetings for the BCSD schools.

5. Enrollment processes are in accordance with Idaho Code
   a. According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for SMS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school such as the YMCA, libraries, school facility. In addition, SMS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. SMS will ensure that such announcements are broadcast and/or published by such media outlets on not

less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year i.e. online and hard copy ads in both the Mountain Express and The Sun, radio stations KSKI, KECH FM, school website, BCSD website. Enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

During the first three months following authorization, the Marketing Committee will accomplish the following tasks:

Month	Task	Responsible Party	Cost	Completed
September	**Identify spokespeople**	**Committee Chair-Laurie Wertich and Board Chair Dr. Mary Gervase**	**0**	**September**
	Recruit additional Marketing Committee members: Laurie Wertich, Becquel Smith, Tener Rogers, Svea Grover, Noli Burge, Rebecca Dahl	**Committee Chair and SMS Board**	**0**	**Ongoing**
	Press releases announcing authorization distributed to all media sources	**Committee Chair-Laurie Wertich**	**0**	**September**
	Logo design finalized	**Phoebe Pilaro, Svea Grover, Britt Johnston**	**Donated**	**September**
	Website designed and opened	**Mary Gervase**	**0**	**September**
	Email account opened	**Mary Gervase**	**0**	**September**
	Begin email date base			**Ongoing**
	Facebook, Twitter, Jumpstart opened.	**Laurie Wertich**	**0**	**September**
	Calendar for social media updates developed	**Committee**	**0**	**September**
	Calendar and determine articles for the media campaign "The birth of a charter school" campaign	**Committee**	**0**	**September**
	Finalizing message and developing scripts, Q and A's, boiler plate to be used on all press releases, etc.	**Committee**	**0**	**September**
	Schedule rotary presentations	**Committee-Sept. 10th- Hailey Rotary-Greg and Mary present**	**0**	**September**
	Develop and update marketing timeline and tasks	**Committee**	**0**	**Ongoing**
October	**Media kit for use by fundraising committee for prospective donors**	**Committee**	**$100 printing**	**October**
	Media kit for use by parents and staff	**Committee**	**$100 printing**	**October**
	Develop, translate and post enrollment form on website	**Laurie and Mary**	**Donated**	**October**
	Schedule first public meeting	**Svea Grover**	**0**	**October**
	Press release about site update	**Laurie Wertich**	**0**	**October**
	Develop and send first newsletter	**Committee**	**$100 Constant contact**	**October**
	Continue media campaign "The birth	**Committee**	**0**	**October**

	of a charter school" campaign			
	Develop film script and film	**Laurie Wertich, Matt Gershater**	**Donated**	**November**
	Develop newsletter topics and schedule	**Committee**	**0**	**October**
	Ads designed and placed for enrollment announcements	**Committee**	**$500**	**October**
	Media blitz for open enrollment start and end dates	**Committee**	**0**	**October**
November	**Continue development of materials for committees I.E. fundraising and site committee**	**Committee**	**$100**	**November**
	Revisit and update marketing timeline and tasks.	**Committee**	**0**	**Ongoing**
	Continue to place ads for enrollment announcements	**Committee**	**$500**	**November**
	Public meeting held, data collected.	**Committee**	**$50 handouts**	**November**
	Schedule next public meetings for December and February	**Committee**	**0**	**November**
	Continue media campaign "The birth of a charter school" campaign	**Committee**	**0**	**November**
	Newsletter sent	**Laurie and Mary**		**November**
	Arrange public event with speaker, release of SMS film, etc.	**Committee**		**November**

Appendix L contains detailed marketing activities as part of the Pre-Opening Plan. The marketing budget will rely primarily on low cost or no cost communication vehicles and strategies. The budgets (see **Appendix G and H)** contain a line item for Marketing and Advertising of $2000 for each of the first three years.

A sample PR/Marketing calendar is included in **Appendix T.**

Management -
An overview of the roles and responsibilities of SMS personnel, board, and administration are provided in Tab 5 under Governance. An overview of roles and responsibilities is also included in Tab 2 Operations.

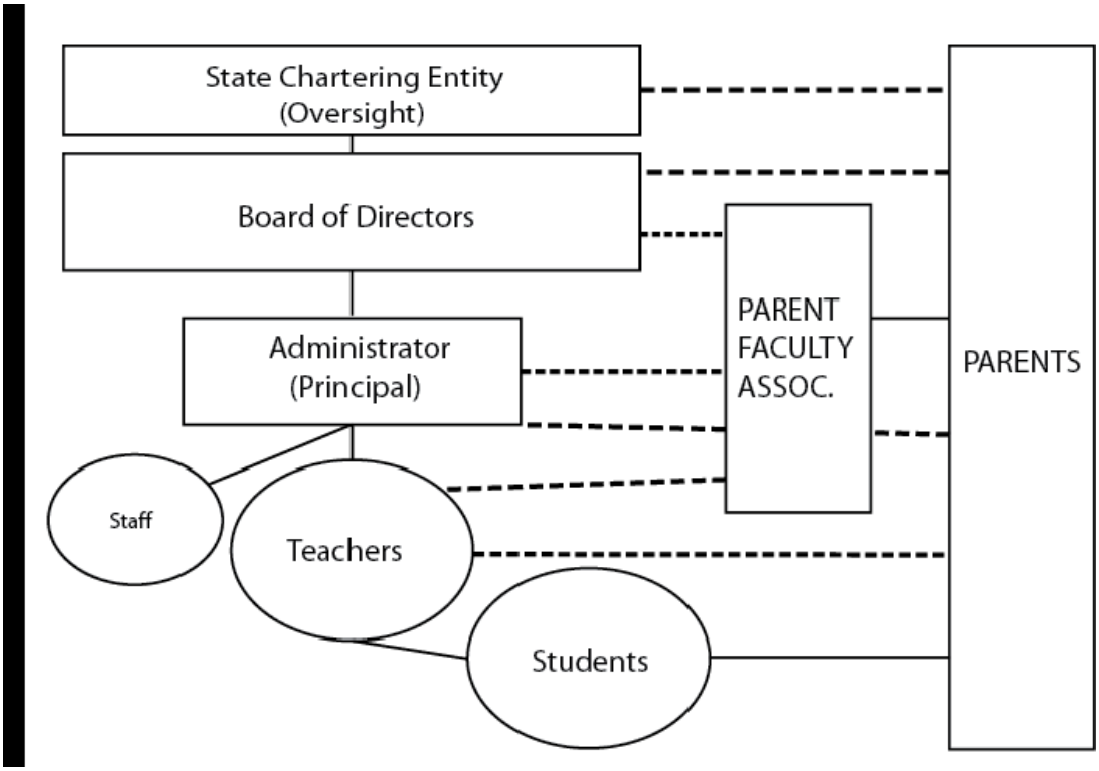
General management parameters
Board of Directors: (Please see **Appendix D** for resumes). The Board of Directors are responsible for seeing that the academic program of SMS is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization. As outlined in Board source, the Board of Directors has responsibility for 1. Determine the organizational mission and keeping it clearly in focus; 2. Select the school leader, 3. Support and review the performance of the school leader, 4. Ensure effective organizational planning, 5. Ensure adequate resources, 6. Manage resources effectively, 7. Determine, monitor and strengthen programs and services, 8. Enhance SMS public standing, 9. Ensure legal and ethical integrity and maintain accountability; 10. Recruit, orient new board members and assess board performance.

Administrator(s):
The Administrator is responsible for all financial reporting, legal documents and records of the organization. They will be responsible for building, property and maintenance of all goods and services. They will, along with the Governance Board, be responsible for all outreach, fundraising, events coordination and student recruitment. It is their responsibility to make sure the school adheres to all governing policies and that the school is in alignment with the Waldorf philosophy, principles and pedagogy. The Administrator attends the meetings of the Board of Directors.

Contractual services:
Financial services will be contracted out to licensed and bonded entities. For at least the first year of operation, Sage International School has agreed to provide discounted financial services and oversight. $12,000 has been allocated for this purpose. As contractual services are considered, additional Funding sources will be utilized to include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

Organizational Flow Chart

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



The organizational chart was taken from American Heritage Charter School.

Decision making matrix:

SYRINGA MOUNTAIN SCHOOL
Roles and Responsibilities 2013-2014

Matrix

WHO IS INVOLVED IN THE DECISION MAKING DISCUSSION **involved only if needed*	Administrator	Board of Directors	Cert. Staff (Teachers)	Class Staff (Aides/Admin)	Legal Requirement	Parents/Pa	Students	Staff Council	DECISIONS ARE MADE BY
	INPUT GIVEN BY								
CLASS/STUDENT AFFAIRS									
Curriculum	X		X		X	X	X	X	Staff Council, Administrator, Board
Calendars/Schedule	X	X	X		X	X		X	Board of Directors & Administrator
Class Culture/Routine			X			X	X	X	Staff Council & Administrator
Enrollment					X				Board of Directors
Class Size	X	X	X		X	X		X	Board of Directors
Class Lists/Placements	X		X			X		X	Administrator & Staff Council
Student Discipline	X		X		X	X	X	X	Administrator & Staff Council
Special Education	X	X	X	X	X	X	X	X	Parent & Teacher Council, Dir, & Board
School Events	X	X	X	X	X	X	X	X	Teacher and Parent Council
MONEY/FUNDING									
Allotting Funds									
School Budget	X	X	X		X	X*		X	Board of Directors
PTO Funds						X		X	Parent Council
Business									
Accounting	X	X		X	X				Administrator, Board, Contractual
Purchasing	X	X	X	X	X	X	X	X	Administrator, Board, Contractual
Fundraising	X	X	X	X	X	X	X	X	Administrator and Parent Council
Facilities Management	X				X				Administrator, Site Maintenance
STAFF / BOARD ISSUES									
Employment									
Selection	X		X		X	X	X	X	Administrator and Board
Evaluation	X	X	X		X	X		X	Administrator and Board
Dismissal / Layoff	X	X			X				Administrator and Board
Professional Development	X		X					X	Administrator and Teachers' Council
Conflict Resolution Process	X	X	X	X	X	X	X	X	Administrator and Board
LEGAL ISSUES									
Legal Procedures/Compliance	X	X			X				Administrator and Board
Health & Safety	X	X	X	X	X	X	X	X	Administrator, Teacher Council, & Board
PLANNING/FUTURE									
Strategic Planning	X	X	X	X	X	X	X	X	All & Board
Volunteer Projects	X	X	X	X	X	X	X	X	All & Board
Scope of Committees	X	X	X	X	X	X	X	X	Parents, Administrator, Board
Outreach & Marketing	X	X	X	X	X	X	X	X	Administrator, Board. Board Committee

Matrix Narrative
Class/Student Affairs
1. Curriculum: The Teacher Council (includes the Administrator) recommends standards aligned curriculum that meets criteria for supporting project-based instruction and student needs. Board approval is required on all curriculums. Questions or concerns about curriculum used at the School should be directed to the teacher and/or the Director of Education.

2. Calendars/Schedule: The annual school calendar is drafted by the Teacher Council based on the local district calendar; Board approval is required. School events are scheduled by the Teachers' Council with input from the Parent Council and committee chairs.

3.Class Culture/Routine: The teacher is responsible for everything that happens in the classroom and sets classroom norms and routines with input from his/her students. Parents play an integral role in the classroom as volunteers and partners in their child's learning. They help facilitate the teacher-led curriculum and provide their own experience and skills where appropriate.

4. Enrollment: Enrollment in the school is dictated by legal and board policies.

5. Class Size: Class sizes are determined by the Board with input from the Administrator and are driven largely by budget and programmatic concerns. Parents input may be solicited through surveys and Parent Council Meetings.

6. Class Lists/Placements: Class lists are the sole responsibility of the Teacher Council. Since there are many factors and considerations affecting student placements that parents may not be aware of, the staff's decision regarding class placement should be respected. If for any reason, a parent has an extenuating issue with his/her child's placement, it should be addressed to the Administrator.

7. Student Discipline: The Teacher Council is responsible for establishing behavior norms; the entire staff is responsible for ensuring that all students are provided with a safe learning environment where all are respected. Parents' role is to support them by reinforcing the expectations with their own child(ren). Parents are not permitted to discipline students. Student referrals, suspensions and expulsions are the sole responsibility of the teachers and the Administrator. The Board must approve all student expulsions.

8. Special Education: Special Education is the responsibility of the Teacher Council and the Administrator, when needed; it is strictly regulated and governed by legal requirements. The Board is responsible for ensuring compliance with all special education laws. Parents have input regarding the needs of their own child with respect to special education.

9. School Events: The Teacher Council is responsible for scheduling and planning all school events with input from the Parent Council and committee chairs/members.

Money/Fundraising
10. General Fund School Budget: The annual school budget is determined by the Board with input from the Administrator and the Teacher Council. Budgetary procedures are regulated by

legal policies. The Parent Council may make budgetary requests for items that fall outside the parameters of their budget.

11. Parent Council Budget: Funds raised from parent contributions, and school fundraisers are allocated by the Parent Council with input from the Teacher Council and the Administrator.

12. Accounting/Purchasing: School accounting and purchasing procedures are governed by law and are the responsibility of the Administrator, and contracted finance services, with input from the Teacher and Parent Councils. The Board approves all accounting/purchasing transactions.

13. Fundraising: The School Fundraising Policy is governed by the Board. Fundraisers are the responsibility of the Administrator and the Fundraising Committee of the Board with input from the Parent and Teacher Councils, in compliance with board policy.

14. Facilities Management: Facilities Management is primarily the responsibility of the Administrator and site maintenance staff and is guided by legal and risk management concerns.

Personnel and Board Issues

15. Grievance Process: The Board is responsible for approving the Conflict Resolution Policy with input from the Administrator and Teacher and Parent Councils. It is the responsibility of all stakeholders to utilize and follow the policy when necessary.

16. Employment:
Selection: Board members are selected through the Board Selection Committee. The Administrator is selected by the Board. Certificated teachers working more than 50% are selected through the Staff Selection Committee comprised of an equal number of parents and teachers and the Administrator with input from the Teacher Council and recommended to the Board for approval. Classified personnel are selected by the Administrator and approved by the Board. Hiring policies and procedures are governed by law and outlined in Board policy.
Evaluation: The Administrator is evaluated annually by the Board. Teachers and Para educators are evaluated annually by the Administrator; classified staff is evaluated by the Administrator.

Operations. Parent input on staff and board member performance is requested annually through the year-end survey.

Dismissal/Layoff: All employee terminations are made by the Board with input from the Administrator, in compliance with governing law.

17. Professional Development: Staff Professional Development is determined by the Teacher Council. Funding for professional development is approved by the Board and by the Parent Council if budgeted by them.

Legal Issues:

18. Legal Procedures/Compliance: It is the responsibility of the Administrator and the Board to adhere to all regulatory policies and governing law.

19. Health and Safety: The Board is responsible for establishing the School's Health and Safety policy. The Administrator, Teacher Council, and classified staff are responsible for following procedures to ensure the health and safety of all students at school. Parents are requested to alert their child's teacher and/or the Administrator if they are concerned about a health or safety issue.

Planning for the Future

20. Strategic Planning: The Board is responsible for strategic planning of the school with direct input from all stakeholders: parents, staff, and students.

21. Volunteer Projects: Parents are responsible for all volunteer projects under the direction of the School's Administrator.

22. Scope of Committees: School committees are determined by the Parent Council and the Administrator. Board Committees are determined by the Board.

23. Outreach/Marketing: The Administrator is responsible for outreach and marketing of the school under the direction of the Board, the Board's Marketing Committee and with input from the Teacher and Parent Council.

24. The Board will adopt board policies further clarifying Board roles and responsibilities and administrator roles and responsibilities.

Job descriptions of key personnel See **Appendix M.**

Staffing plan/number of employees.

The school will open with approximately 6.5 teachers (including a half time special education teacher), 1 paraprofessional, one administrator and on e office staff. See **Appendix G and H** for staffing budget and changes over time. By year three, SMS anticipates 10 teachers, 1 special education teacher, and 1 Para-professional, administrator and office staff.

The SMS staffing plan will clarify the roles of staff, provides job descriptions, a performance management process and status reporting procedures. SMS Board has received permission from the BCSD Superintendent, Dr. Lonnie Barber, and Sage International School Principal Don Keller, to adopt policies and procedures whenever feasible. SMS will utilize as a starting place BCSD and Sage International School job descriptions and evaluation templates, adapting them to the unique needs of the charter school. Additionally, SMS will utilize the Charlotte Danielson Framework for Teacher Evaluation. See **Appendix M** for evaluation rubrics.

Facilities plan/planned capital improvements See **Tab 2** and **Appendix K.**

Pre-opening plan/schedule of work for next year is included in Appendix L.

Instructional Hours: The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades Hours
K 450
1-3 810
4-8 900

Records Management: The Board Secretary and/or Clerk will be the custodian of records under the supervision of the Administrator. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and AHCS policy.

FINANCIAL

Budget:
The budget for SMS will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; will be presented at a public hearing in June of the year the school will open; and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the public on our school Web site. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long-Term Budget: An initial budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached in **Appendix G and H.**

Income Sources: Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. Parent volunteers have already identified several potential sources of additional funding and will prepare proposals pending approval of the school by the authorizing chartering entity.

Working Capital and Assets: SMS does not expect to have working capital and assets until after the charter is approved. An anonymous $500,000 pledge has been received for site and faculties costs.

Expenditures: Purchasing Process: The principal will determine procedures for procuring goods and services with approval from the Board of Directors.

Payroll Processing: SMS will outsource its payroll processing as determined by the principal with approval from the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles. SMS will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management. Sage International School is providing oversight of our financial management. See **Appendix E.**

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

Revenues: Estimates of funding sources will include state allocation as based on:
The Support Unit Calculation for Charter Schools Charter Schools As soon as possible, SMS will notify the Idaho Department of Education's School Achievement and School Improvement, in writing, of its intention to apply for Federal Title I funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include, but not be limited to, a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research-based program of support for academically at-risk students. Federal funds for Title I, Title IV-B, and the child nutrition program (if sought) will be calculated through the prescribed formulae.

SMS will follow this or a similar process for revenues:
1. Revenues will be received by the accountant/business manager, who will record the transaction in the proper account and will provide a receipt for the revenue.
2. The Principal and SMS's Board of Directors will also review the record of revenues and will approve the transactions. The preparation for and the review of the annual financial audit will provide an additional financial safeguard.

Purchasing procedure will be in compliance with State Law, Idaho Code *33-601*. The board will develop and implement policies and procedures at before February 1 of the opening year. Purchases of goods or services by SMS will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. SMS will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides or other state purchasing guidelines that the department may publish in the future to supplant these guidelines.

The purchasing procedure will be as follows:
1. A request for purchase will be filled out and given to the accountant/business manager.
2.The business manager will determine if the purchase fits the specifications of the budget line item funds the request will be paid from and if there is sufficient funds in the line item for the purchase.
3. If the purchase is approved by the Principal, a purchase order will be sent to the vendor for the purchase. The Board will decide on a dollar amount that the Principal can approve without Board approval.
4. After the item has been received and inventoried, the business manager will prepare the check. All checks will be signed by one Board member.
5. The business manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases.
6. The yearly financial audit will also review the purchase as an additional safeguard.

Reports and Audits: SMS will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. The

SMS Principal/Business manager will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month. The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-up Budget*:* A copy of the estimated start-up budget is contained in **Appendix G.**

Three Year Estimated Budget: A copy of the three year estimated budget is contained in **Appendix H .**

First Year Month-by-Month Cash Flow*:* A copy of the estimated first year month-by-month cash flow is contained in **Appendix I .**

FUNDRAISING

The Board of Directors, Administrator, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

The SMS Fundraising plan will identify who is responsible for fundraising, how fundraising benefits the school and community, what resources are available, and how to develop a fundraising plan. Fundraising is a shared responsibility. The Parent Advisory conducts fundraising events throughout the year, see festivals in **Appendix P,** Student Handbook. The Administrator in conjunction with the Board applies for grants. The Administrator also oversees an annual fundraising campaign to provide resources for expenses not allowed for by state funding, i.e. facilities purchase. The Board will assume responsibility for developing a Fundraising plan, and revisit and update it annually.

The SMS fundraising strategy combined with student funding revenue will create financial sustainability for the Charter School. Fund development is an ongoing, process that engages all staff and every board member in some way. This Fundraising Strategy will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Development Committee of the Board of Directors.

Fund development provides a mix of funding that will sustain basic operations, allow for expansion of educational programs, and generate sufficient cash flow to cover operating costs. Activity associated with strengthening fund development should be taking place every day at the Charter School. It is vital to the sustainability of the school to place as high a priority on fund development as any other organizational component.

To some, fund development means having a bake sale or applying for a grant. It can and should be so much more. Fund development does include those activities, but *effective* fund development produces more than money. Fund development includes building stronger relationships, helping Board members feel comfortable asking for money, and understanding the interests of Charter School donors. This overview will outline fundraising areas and will show projections of what needs to be raised in each area. Each area has a committee associated with it that will determine the goals and timeline for each fundraising activity.

The Development Committee of the Board oversees all of the fundraising activities. The importance of preparing monthly progress reports cannot be stressed enough. These reports, prepared by the Development Director, are essential to monitoring the plan by comparing the actual results of fundraising activities with the projected incomes of each area. This information allows us to focus on activities that are productive and intervene in areas that are not. Each year the Administrator, Development Director and the Board Development Committee work together on the development plan for the year to come and provide to the Board a written evaluation of the past year's development efforts.

The fundraising objectives for SMS:

Major Gifts

The Development Committee must continually strive to identify, educate and cultivate key donors who are capable of making major gifts. These are people who are either personally motivated to give because of the wonderful education the Charter School provides their children or those who are not directly involved but are impressed by what the Charter School represents. At the Charter School all students are equally important and all potential donors are worthy of equal respect. However, from a fundraising perspective it is the donors who have been identified as having the greatest capacity to give who should receive the most time and attention from the Administrator, the Development Director, and the Board. School development personnel that focus on major gifts and major donors always raise the most money. It is not simply a process of asking someone for money and getting it. Relationships must be cultivated and once these relationships develop into donors, they must be thanked, acknowledged, and kept informed of the ongoing successes of the school.

An anonymous gift has been pledged to SMS in the amount of $500,000 for site and facility costs. See Appendix E for notification.

Timetable:
Cost:
Projected Income:
Point Person: Administrator Development Director, Board of Directors
Strategies: Identify and create list of people with capacity; Development Director trains those making the ask. The Administrator along with members of the Board personally contacts major donors who have been identified by the Development Director and work to establish a relationship with them. Adequately thank donors within 48 hours.

Annual Fund

The Annual Fund Campaign consists of an annual appeal to Charter School families, relatives, alumni, and the Board of Directors that will raise significant, unrestricted revenue. This annual fundraising program will provide essential operating funds that are above and beyond state funding. Because state funding does not cover all of the annual costs of educating students the funds raised through the Annual Fund Campaign will help balance the operating budget which is the school's top priority. In the future these funds will support programs directly benefiting Charter School students such as enhancing the curriculum, supporting faculty professional development, and building repairs and maintenance. The Annual fund builds a donor database and gifts to the Annual Fund are tax deductible.

Timetable:
Cost:

Projected Income:
Point Person: Development Director
Strategies: Set financial goal. Develop materials (letterhead, remittance envelope). Identify donors. Create mailing list – board, staff, faculty, relatives, friends. Create letter defining need. Thank donors within 48 hours. Ensure 100% participation by Board of Directors.

Special Events
Determine the signature events for Charter School fundraising. In addition to raising money for the school the event has the potential to be used to provide good publicity and public relations. This event also provides the opportunity to add names to the database, identify volunteers and record the giving amounts of attendees that will be helpful for future fundraising.

Timetable:
Cost:
Projected Income:
Point Person: Development Director
Strategies: Establish volunteer committee(s). Determine theme, date, location. Create materials (posters, invitations, etc). Produce announcements for local newspapers and public service announcements for radio and television and Hang posters for event in area businesses. Thank donors and attendees within one week of event.

Foundation Grants
Includes written grant requests for funding as well as corporate matching gift programs which seek to maximize support for the school from business and private foundations. The approach to foundations must be based on sound research, exemplary proposal development, and establishing relationships with foundation staff.

Timetable:
Cost:
Projected Income:
Point Person: Development Director with assistance from Administrator and parents
Strategies: Research grant opportunities that align with the mission of the Charter School. Make direct personal contact with Foundation staff to review all grant applications. Focus efforts where you have the best chance of receiving funds. It is important to estimate how much effort and what resources are needed to write and administer a grant versus how much funding the grant will generate. Is it worth writing a grant for?

Partnership Fundraising Options
These programs raise money for the Charter School through everyday activities such as grocery shopping.

Timetable:
Cost:
Projected Income:
Point Person: Development Director
Strategies: List the partnership opportunities in every newsletter. Create a plan to educate families on all of the programs.

Endowment Fund/Planned Giving (or Legacy Giving)
The Endowment Fund is the financial foundation of a school. An Endowment Fund offers opportunities for individuals to contribute to the long-term stability of the school. The money is invested and remains untouched for many years and only when there is significant interest income can that income be used for either restricted or unrestricted purposes. The principle is maintained in perpetuity. The Endowment is a permanent fund that "gives back" a portion of its annual earnings to the operating budget and provides a long term strategy for stemming steep tuition hikes and securing the schools future. Planned Giving (or Legacy Giving) allows a donor to make a gift to the school through wills, trusts, and insurance policies. This usually involves a one on one conversation with the donor to set the terms and conditions that assist the donor with estate and tax planning.

Timetable:
Cost:
Projected Income:
Point Person: Development Director
Strategy: Develop investment policy for the Charter School. Educate the Charter School community about the tax consequences of contributing to an endowment. Set goal for Endowment. Create informational flyer. Conduct informational meeting for families.

Capital Campaign
A capital campaign has a limited scope and timeframe and is usually for the purpose of building a new facility or renovating an existing one, although capital campaigns can be used to fund any special project. Capital campaigns often run simultaneously with other fundraising activities. Feasibility studies to determine strategy and services of a consultant with specific expertise are often utilized to ensure success.

Timetable:
Cost:
Projected Income:
Point Person:
Strategy:

TRANSPORTATION SERVICES Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

SMS will not offer transportation services for students from the initial opening of the school in the 2014-15 school year. SMS will investigate contracted transportation options once approval is obtained. If fiscally viable, services will be offered for the second year of operation, 2015-2016.

To ensure that lack of a transportation will not negatively affect student enrollment, SMS will coordinate with the public transportation system, Mountain Rides. The BCSD presently has contracted with Mountain Rides for provide free bus passes for any BCSD student. SMS has an agreement from the Director of Mountain Rides that a similar arrangement will be extended to SMS. As per the director, $3500 would provide bus passes for all SMS students during the school year only, with ridership occurring Monday through Friday only. This contract would be re-evaluated and adjusted based on actual ridership at the end of the first year. If discounted or free bus passes are not available to SMS students, a scholarship pool will be established to

ensure students unable to purchase regularly priced student bus passes are not eliminated from the public transportation program.

Additionally, SMS will work with the Parent Association to assist with carpooling. A portion of the registration form will contain an option for parents to share and publish carpooling information. The Parent Association will take this information, and link it to other parents seeking carpooling options. This is being modeled after an effective carpooling program developed by The Village Charter School.

Once the site is purchased or leased, a meeting will be held with the BCSD Transportation Director to seek an actual transportation bids. In an initial meeting with the superintendent, Dr. Lonnie Barber, he indicated as a charter school and using only the state transportation allotment, we would be unable to afford BCSD transportation services. A meeting will also be held with First Student Transportation in Gooding, Idaho to obtain transportation bids. Estimated field trip costs will be factored into the transportation bids. These discussions will be conducted annually until services can be offered.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for fieldtrips, excursions, and extracurricular activities will be provided by the school through contracted services.

If or when SMS determines it can offer transportation services, these services will be offered to students within our primary attendance area, Blaine County School District (and enrolled students within 15 miles of the said charter school) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. SMS may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.
A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. SMS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

Student Travel To or From an Extracurricular or Co-Curricular Activity

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

SCHOOL LUNCH PROGRAM Ref. IDAPA 08.02.04.202, 08.03.01.401.1.0, and USDA Child Nutrition Federal Policies and Regulations

SMS will not provide nutrition services in year one. The parent handbook and student registration materials will communicate the need for students to bring their nutritious lunch and snack daily. Guidelines for what constitutes a nutritious snack are included in the parent handbook. Student will eat in their classroom unless lunch room facilities are available.

SMS is committed to modeling what is taught in the garden, farm and sustainability curriculum in which students learn to grow, harvest and prepare organically grown foods. The SMS board have already initiated discussion and visited Gooding School District to learn about their farm to table child nutrition program. SMS has also been in dialogue with the Blaine County School District child nutrition director (See **Appendix E).**

If nutrition services can be offered primarily using organic and locally grown foods and in a financially viable manner, SMS anticipates offering a school lunch program during its second year of operation, 2015-2016. The Board is committed to continuing to discuss these issues with both the BCSD and Gooding School District Child Nutrition Directors annually. The Board will only consider offering a school lunch program if it is financially viable and organic, whether it includes the National School Lunch Program funding or not.

If nutrition services are offered, the appropriate application will be included in student registration/enrollment packets. SMS will follow the annual income eligibility guidelines as established by the USDA. Additionally, if provided, SMS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

Whether students are provided lunch or are bringing their own, SMS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods to encourage healthy eating habits.
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)
7. Student will eat in their classrooms and share clean up chores.
8. Students are encouraged to bring re-usable containers and to compost uneaten foodstuffs. Compost bins will be provided.

TAB 10 BUSINESS ARRANGEMENTS AND PARTNERSHIPS, TERMINATION, CLOSURE PLAN

Description of Business Arrangements and Partnerships, Including Lease Agreements

A number of business arrangements, partnerships and Lease agreements are described below and documented in Appendix E.

Preliminary discussions have been held with the BCSD regarding possible Memorandum of Understanding (MOU) for services such as transportation, special education, ELL, ESL, school nutrition.. See letter from Dr. Lonnie Barber, Superintendent of Schools in **Appendix E.**

Preliminary discussion has occurred with Gooding School District Child Nutrition Services and the Blaine County School District for oversight on contracting with an outside provider for school lunch. See letter from Anji Baumann, Child Nutrition Director and Duane Sorensen, BCSD Child Nutrition Director in **Appendix E.**

Preliminary discussion has occurred with Sage International for accounting, payroll oversight. Once the school receives authorization, these MOU's will be developed and formalized. See letter from Don Keller in **Appendix E.**

SMS is in collaboration with the YMCA to offer collaborative after school programs. See letter from Jason Fry, CEO,Wood River YMCA in **Appendix E.**

Preliminary discussions have been held with Nurture Foundation to collaborate with SMS curriculum on farm, garden and sustainability. See letter from Amy Schlatter, Nurture Foundation Educator in **Appendix E.**

Preliminary discussions have been held with the Flourish Foundation See letter from Ryan Redman, President, and Flourish Foundation in **Appendix E**. The Foundation already provides classes for BCSD students on mindful awareness training and would like to expand to include SMS students.

Pro bono legal assistance provided by Selim Star. See letter in **Appendix E.**

Discounted bus passes have been committed for SMS student use by Jason Miller, Director, Mountain Rides Transportation Authority. See letter in **Appendix E.**

The Woods Family and Kate Woods have pledged to donate the furnishings of The Mountain School to the new school. They have additionally offered to lease the school property on a short term basis if needed.

A commitment to conduct research on SMS's behalf has been committed by Boise State University, Department of Special Education and the Pesky Learning Center (PLC). See letter from Dr. Evelyn Johnson, Professor and PLC Director in **Appendix E.**

SMS is already a member of the Alliance for Public Waldorf Schools. This membership provides SMS access to professional development, networking, consulting, legal assistance and CCSS aligned curriculum and lesson plans. See email from Stephanie Skinner, Alliance for Public Waldorf Schools Administrative Coordinator in **Appendix E.**

SMS will follow the guidelines provided by two professional organizations, Waldorf Early Childhood Association of North America (WECAN) and Association of Waldorf Schools of North America (AWSNA) regarding the legal use of the term "Waldorf" in any school publications even though the legality of the "copyright" is inconclusive. See email from Will Stapp, Director of the Alliance for Public Waldorf Education in **Appendix E.**

TERMINATION OF THE CHARTER Ref. Idaho Code **§** 33-5205(3)(u) & 5206(8)

SMS will follow all closure and termination procedures as outlined in any closure framework or protocol adopted by or recommended by the Idaho Public charter School Commission

In case of termination, the President of the Board of Directors will be responsible for the dissolution of Syringa Mountain School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets dispersing of funds to the creditors.

When the board determines that the school will be terminated, the board president will execute the termination. The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors. Within the month after the determination to dissolve the school, the Board President will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. They will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. They will send the records to the school that parents have requested.

Within two months after the determination to dissolve the school, the Board President will send the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the board. SMS will maintain a Facebook page or similar page stating who to contact for student records.

The Board President will send personnel records to all former employees of the school within one month after the final school year.

The President of the Board will arrange for the sale of assets for distribution to creditors pursuant to Idaho Code §§ 30-3-114 and 30-3-115 of the Idaho Code. At least 80% of the proceeds will be used to pay creditors in the following order and categories:
Staff salaries, benefits

Contracted service providers: payroll, accounting, utilities, transportation, nutrition, special education
Leases, mortgages

Once appropriate assets have been used to pay creditors, SMS will donate or redistribute remaining assets to other non-profits, in accordance with and allowable by Idaho State Statute. Any assets bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the Public Charter School Commission in accordance with Idaho State Statute.

Additional details of the dissolution are found in **Appendix S** Dissolution.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission

Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1st Year Cash Flow	Update the 1st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation, Bylaws, and DBA Documentation

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SECRETARY OF STATE
STATE OF IDAHO
FILED EFFECTIVE

ARTICLES OF INCORPORATION
OF
Wood River Waldorf Methods School,
A Public Charter School, Inc.

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

ARTICLE I

The name of the corporation shall be: Wood River Waldorf Methods School, A Public Charter School, Inc.

ARTICLE II

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. The specific purposed for which this corporation is organized is the operation of a public charter school.

ARTICLE III

The street address of the registered office is 73 Pioneer View Drive, Hailey, Idaho 83333 and the registered agent at such address is: Dr. Mary Gervase

ARTICLE IV

The name(s) and address(es) of the current Directors are:

Name	Address
Dr. Mary Gervase	P.O. Box 300, Hailey, Idaho 83333 73 Pioneer View Drive, Hailey, Idaho 83333
Ben Rogers	118 Grace Drive, Hailey, ID 83333
Joy Higdon	517 N. First Ave, Hailey ID 83333

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ARTICLE V

The name and address of one incorporator: Dr. Mary Gervase, P.O. Box 3531, Hailey, Idaho 83333 or 73 Pioneer View Drive, Hailey, Idaho 83333

ARTICLE VI

The mailing address of the corporation shall be: P.O. Box 3531, Hailey, Idaho 83333

ARTICLE VII

The corporation does have voting members.

ARTICLE VIII

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. No substantial part of the activities if the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

ARTICLE X

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students attending Wood River Waldorf Methods School will immediately be transferred to the students' school district of residence.

ARTICLE XI

The fiscal year of the corporation shall be July 1 through June 30.

ARTICLE XII

The duration of the corporation shall be perpetual.

Dated this 9th of July, 2012.

Dr. Mary Gervase, Incorporator
720-6327, 788-9729

BYLAWS

Wood River Waldorf Methods School, A Public Charter School, Inc. Doing Business As Syringa Mountain School.
Filed and approved by the Idaho Secretary of State 7/10/2012
Amended Articles will be filed upon approval by the Public Charter School Commission

ARTICLE I
OFFICES
Section 1.1 Offices
The Corporation's principal office shall be fixed and located in the County of Blaine, State of Idaho, as the Board of Directors shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Blaine, State of Idaho.

ARTICLE 2
PURPOSE
Section 2.1 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.
Not-withstanding 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 50l(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 fixture Federal income tax code.

ARTICLE 3
NO SHAREHOLDERS/PARENT MEMBERS/MEMBERS
Section 3.1 No Shareholders
The Corporation shall have no shareholders. Any action which would otherwise by law require approval by a majority of all shareholders shall require only approval of the Board. All rights, which would otherwise by law vest in the shareholders, shall vest in the Board.

Section 3.2 Qualifying Parent/ Parent Members/Members
Nothing in the Article 3 shall be construed to limit the Corporation's right to recognize a "Qualifying Parent" as a Parent Member or Member of the Corporation. Parent Members or Members of the corporation may originate or take part in the discussion of any subject that may properly come before any meeting of the board, but may not vote except for election of Directors. The Corporations right to recognize and refer to its Parent Members or Members shall not render anyone a shareholder within the meaning of Idaho Code 30-334 of the Act.

Section 3.3 Founders and Admission Preference
For purposes of these Bylaws, a "Founder" is hereby defined as a person, including employees, parents, or staff of a public charter school, who has served for at least 9 months on the founders board or committees and has worked at least 100 hours on outside projects. The time on the founders board or committees and the hours on outside projects must be performed by the date of the first lottery. The Board of Directors of SMS will vote prior to the first lottery to identify qualified founders based on the criteria above.

3.4 For purposes of these Bylaws, a "Qualifying Parent" or Parent Member or Member is defined as a parent having a child or children enrolled in any charter school operated by the Corporation. As used herein, the term "parent" includes a person standing in parental relation to a child enrolled in the charter school, including a birth or adoptive parent, a foster parent, a legal guardian, or an adult family member a. who is caring for an enrolled child, b. with whom the child lives, and c. who is legally responsible for the child. The term does not include a person whose parent child relationship has been lawfully terminated or a person not entitled to possession of or access to a child under a court order.

ARTICLE 4
BOARD OF DIRECTORS
Section 4.1 Board of Directors
The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

BYLAWS

Initial terms: Directors appointed or elected in the first year of incorporation will serve terms as follows:

Dr. Mary Gervase	**1 year**
Travis Scott	**1 year (parent)**
Don Keller	**1 year**
Phoebe Pilaro	**2 years (parent)**
LaurieWertich	**2 years**
Greg Bloomfield	**3 years (parent)**
Ben Rogers	**3 years (parent)**

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors appointed by majority vote of the then-current Board based on committee performance, and having needed areas of expertise.

No more than four (4) Directors may be a parent with one or more children attending the Public Charter School.
After the initial year of operation, Directors will be elected to fill vacancies on the Board by majority vote of Members of the Corporation at the Corporation's annual meeting.

The Board will establish a Nominating Committee to recruit and identify one or more candidates to fill each vacancy on the Board. Candidates are identified based on committee performance and having needed areas of expertise.

Voter Qualification: Except as provided herein, each Member may cast a vote for each Director elected at the annual meeting. In order to be qualified to vote, the Member must have at least one child enrolled at SMS as of the date of the Special meeting. If two or more members qualify as "parent" of an enrolled child, such Members shall be collectively entitled to cast one vote for each Director at the Special Meeting. Members with more than one child enrolled in SMS may only cast one vote for each Director regardless of the number of children they have enrolled. Prior to the casting of the votes, the President or Secretary of the Corporation shall verify the identity of the Members eligible to vote by requiring proof of identification in the form of a driver's license or other form of identification deemed satisfactory by the President or Secretary.

Proxy: Members may vote either in person or by a proxy signed by such member and personally delivered to the President or Secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 30 days prior to the date of the meeting. Such proxy will be invalid if issued by a Member who is subject to a collective voting right shared with at least one other Member and one of the Members subject to the collective voting right attends the meeting and votes in person.

Tabulation of votes: Voting shall be by secret ballot and shall be supervised by the President or Secretary of the Corporation. At the conclusion of the balloting, the President or Secretary of the Corporation shall count the votes prior to the adjournment of the meeting. At least 10% of the total number of qualifying votes must be cast at the Special Meeting in order to ratify an election of Directors. If less than 10% of the total number of qualifying votes is cast at the Special Meeting, the results shall be discarded and the Special Meeting shall be re-noticed as specified in Section 5.3 for a date not less than three (3) and not more than fourteen (14) days after the date of the Special Meeting at which an insufficient number of votes were cast.

Ratification number: An affirmative vote of the majority of votes cast for each Director at the Special Meeting is sufficient to ratify the election of the Director. In the event that any candidate for ratification shall not receive the affirmative vote of majority of votes cast at the meeting for that candidate, such candidate's election shall not have been ratified. In such event, the President or Secretary of the Corporation shall communicate the results of the vote to the Board, and the Board shall, within ten (10) days thereafter, elect another candidate to serve as a Director of the Corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, the Board shall appoint yet another replacement candidate, whose election shall be deemed to be final , without further ratification vote.

Section 4.4 Term

Directors shall be elected or appointed to three (3) year terms of office except for the first year of incorporation, where seats will be staggered as listed above in 4.1.
Each Director shall serve until the Members, at the annual meeting of the Corporation, duly elects his/her successor.

Section 4.5 Resignation and Removal
Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the 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.

Section 4.6 Vacancies
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.

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

Removal of a Director for one or more of the reasons listed in Section 4.6(b) 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 and 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 in public.

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.

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 Oath of Directors
An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office, whichever comes first. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

> **I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of the SMS Public Charter School according to the best of my ability.**

Section 4.8 Charter Board Code of Ethics
Upon election/appointment or within fifteen (15) days from the commencement of his/her term of office, whichever comes first, the Director will sign the Charter Board Code of Ethics. A file of signed Code of Ethics will be kept in the office of the Board Secretary or his/her designee.

Section 4.9 Compensation
Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business in an amount to be established by the Board.

Section 4.10 Employees
The Board shall have the power to hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

Section 4.11 Voting
Voting by the Board shall be in person or by proxy vote. Tie votes will be broken by the Chairman of the Board.

Section 4.12 Quorum
No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

Section 4.13 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.

BYLAWS

Section 4.14 Committees
The Board may create one (1) or more committees of the Board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed.

Section 4.15 Validity of Instruments
Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation. Any such instruments may be signed by any other Director(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

ARTICLE 5
BOARD MEETINGS
Section 5.1 Place of Meeting
The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Blaine, 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 second Thursday of August, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock p.m. If the annual meeting of the Directors be not 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 Regular Meetings
Regular meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month.

Section 5.4 Special Meetings
Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.5 Meetings Open to the Public
Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

Section 5.6 Telecommunications Devices at Meetings
All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided, however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.7 Meeting Agendas
A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting; however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with the Syringa Mountain School may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance.

A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.8 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.9 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting on the school website, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name.

Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.10 Executive Sessions

"Executive session" means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the Chairman, acting Chairman or Vice Chairman of the Board of the Corporation must move for holding of an executive session; 2) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.11 Consent Agenda

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

Section 5.12 Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

Section 5.13 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6

OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the 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 at the pleasure of the Board for a term of one (1) year when their respective

successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

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

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman 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 about all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

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

Section 6.5 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 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 of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, for cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7

CHARTER SCHOOL POLICY

Section 7.1 Adoption and Amendment of Policies

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent or Chief Administrative Officer for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent or Chief Administrative Officer to contact other experts to have potential Board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading.

BYLAWS

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:
At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
The final vote for adoption shall take place not earlier than at the second reading of the particular policy.
Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption. Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

Section 7.2 Administration in Absence of Policy
In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent or Chief Administrative Officer shall have to power to act. His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent or Chief Administrative Officer to inform the Board of such action and the need for policy.

Section 7.3 Suspension of Policies
Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

Section 7.4 Policy Manuals
The Superintendent or Chief Administrative Officer shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.

Section 7.5 Administrative Procedures
The Superintendent or Chief Administrative Officer shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the Superintendent or Chief Administrative Officer shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent or Chief Administrative Officer may request prior Board approval.

ARTICLE 8
PUBLIC RECORDS REQUESTS
Section 8.1 Records Available to Public
Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Superintendent or Chief Administrative Officer or at a place designated by the Superintendent or Chief Administrative Officer.

Section 8.2 Written Records Request Required
All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.

Section 8.3 Copying Fee Schedule
The copying fee schedule of the Charter School is as follows:
(a)Copies of public records —10¢ per page and any media such as CDs, DVDs or over-sized items at cost;
(b)In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if:
(1)The request is for more than 100 pages of records;
(2) The request includes non-public information that must be redacted from the public records; and/or
(3) The labor associated with locating and copying the records exceeds two (2) hours.
The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: the inability to pay; or that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

Section 8.4 Response to Request for Examination of Public Records
The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request. If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entity's request to examine or copy records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

Section 8.5 Other Provisions of the Public Writings Law
Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 9, Chapter 3 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 9
CONFLICTS OF INTEREST
Section 9.1 Direct or Indirect Pecuniary Interests
No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or charter school.

Section 9.2 Contracts Involving a Person Related to a Director within the Second Degree
The Board of Directors may accept and award contracts involving the public charter school to businesses in which the Director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

Section 9.3 Contracts Involving the Spouse of a Director
Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such Board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 9.4 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree When any relative of any Director or relative of the spouse of a Director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

ARTICLE 10
FISCAL AFFAIRS
Section 10.1 Fiscal Year
The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 11
NOTICES
Section 11.1 Manner of Giving Notice
Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 11.2 Waiver
A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

BYLAWS

ARTICLE 12 DISSOLUTION

Section 12.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has 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 public purpose as determined by the Board.

ARTICLE 13 AMENDMENTS

Section 13.1 Bylaws

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

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Wood River Waldorf Methods School, A Public Charter School, Inc. Doing Business As Syringa Mountain School, an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on

ARTICLE 13
AMENDMENTS

Section 13.1 Bylaws

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

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Wood River Waldorf Methods School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on

[signature] 9/30/12 (date)

Code of Ethics for School Board Members

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

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;

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

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

Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;

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

Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the administrator;

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

Recognize that the administrator is the board's advisor and should be present at all meetings;

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 district concern ever rise to the attention of the board as a hearings panel;

Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;

Respect the right of the public to be informed about district decisions and school 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 district staff, while insisting on regular and impartial evaluation of all staff;

Present personal criticism of district operations to the administrator, not to district staff or to 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 must be the educational welfare of the students attending the public schools.

Signature: _____ Date: _____

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CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

Please type or print legibly.
Instructions are included on back of application.

FILED EFFECTIVE
2013 JUL -3 AM 10:30
SECRETARY OF STATE
STATE OF IDAHO

1. The assumed business name which the undersigned use(s) in the transaction of business is:

   Syringa Mountain School

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

Name	Complete Address
Wood River Waldorf Methods School,	PO Box 3531, Hailey, Idaho 83333
a public charter school, Inc.	
(C195313)	

3. The general type of business transacted under the assumed business name is:

- ☐ Retail Trade
- ☐ Wholesale Trade
- ☒ Services
- ☐ Manufacturing
- ☐ Finance, Insurance, and Real Estate
- ☐ Transportation and Public Utilities
- ☐ Construction
- ☐ Agriculture
- ☐ Mining

Submit Certificate of Assumed Business Name and **$25.00** fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

4. The name and address to which future correspondence should be addressed:

   Dr. Mary Gervase
   PO Box 3531
   Hailey, Idaho 83333

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Signature: Mary Gervase
Printed Name: Dr. Mary Gervase
Capacity/Title: Incorporator
Signature: _____
Printed Name: _____
Capacity/Title: _____

Secretary of State use only

IDAHO SECRETARY OF STATE
07/03/2013 05:00
CK: 1464287 CT: 172099 BH: 1380769
1 @ 25.00 = 25.00 ASSUM NAME # 2

9/21/2012 abn.pmd Rev. 07/2010

D164307

Appendix E: Board Roster

Syringa Mountain School
October 10, 2013

Board Member Name	Office	Term	Email	Phone
Dr. Mary Gervase	Chair/Secretary	1 year-August 2013-2014	marymgervase@yahoo.com	208-788-9729
Benjamin Rogers	Finance Committee Chair	3 years-August 2013-2016	ben@tseme.com	208-471-0061
Phoebe Pilaro	Fundraising Committee Chair	2 years-August 2013-2015	pipilaro@earthlink.net	208-309-0255
Don Keller	Member Finance Committee	1 year-August 2013-1014	Mr.keller@sageinternationalschool.org	208-995-0302
Greg Bloomfield	Site Committee Chair	3 years-August 2013-2016	gregb@woodriverinsurance.com	208-720-0250
Travis Scott	Member Site Committee	1 year-August 2013-2014	mrtwscott@gmail.com	208-720-8784
Laurie Wertich	Member and Marketing/PR Chair	2 years-August 2013-2015	lauriewertich@gmail.com	208-559-3308

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Syringa Mountain School Year Opened: 2014 Operating Term: 7/1/14 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to the existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0.00

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			0.00

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0.00
	51-75	25	45-69	25	0.00
	26-50	25	31-44	14	0.00
	0-25	25	1-30	30	0.00
					0.00

Notes

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a
Advanced Opportunity

Are students participating successfully in advance opportunity coursework?

Coursework	Result	Points Possible	Points Earned
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
			0.00

Notes

Measure 4b1
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0.00

Notes

Measure 4b2
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0.00

Notes

Measure 4c
Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
						0.00

Notes

MISSION-SPECIFIC GOALS

		Result	Points Possible	Points Earned
Measure 1	**Are the school's teachers effective?**			
	Exceeds Standard: 80% to 100% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.		150	
	Meets Standard: 55% to 79% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.		125	
	Does Not Meet Standard: 40% to 54% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.		65	
	Falls Far Below Standard: Less than 40% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.		0	
				0

Notes

The Tripod Project® has been working with schools, districts, and states for a decade researching how students experience teaching and learning in the classroom. Since 2009 Cambridge Education and the Tripod Project have been involved in the Measures of Effective Teaching (MET) Project, a large scale research project supported by the Bill and Melinda Gates Foundation, developing and vetting student perception surveys. Of significance, the MET Project found that there was a valid link between student achievement and student survey results, and that survey results are a stable, reliable measure. "Favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.

Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.

		Result	Points Possible	Points Earned
Measure 2	**Is the school engaging its upper elementary students in learning?**			
	Exceeds Standard: 80% to 100% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.		150	
	Meets Standard: 55% to 79% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.		125	

	Does Not Meet Standard: 40% to 54% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.		65	
	Falls Far Below Standard: Less than 40% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

		Result	**Points Possible**	**Points Earned**
Measure 3	**Is the school helping early elementary students to feel happy about their school experience?**			
	Exceeds Standard: 80% to 100% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		150	
	Meets Standard: 55% to 79% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		125	
	Does Not Meet Standard: 40% to 54% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		65	
	Falls Far Below Standard: Less than 40% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.		0	
				0
Notes	Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.			

		Result	Points Possible	Points Earned
Measure 4	**Does the school climate reflect a positive and supportive learning environment?**			
	Exceeds Standard: 80% to 100% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		150	
	Meets Standard: 55% to 79% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		125	
	Does Not Meet Standard: 40% to 54% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		60	
	Falls Far Below Standard: Less than 40% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.		0	
				0
Notes	Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatement of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b **Credentialing**	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c **Employee Rights**	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d **Background Checks**	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00

Notes

INDICATOR 1: NEAR-TERM MEASURES

25

Measure 1a
Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0.00

Notes

Measure 1b
Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0.00

Notes

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
			0.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
Does Not Meet Standard: Not applicable			
Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
			0.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a
Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		50	
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
			0.00

Notes

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
Meets Standard: Debt to Asset Ratio is less than 0.9		50	
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
			0.00

Notes

Measure 2c
Cash Flow

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	Points Possible	Points Earned
	0		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		50	
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
			0.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
Falls Far Below Standard: Not Applicable			
			0.00

Notes

SYRINGA MOUNTAIN SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	**0.00**	25	1%	0.00
	1b	25	2%	**0.00**	25	1%	0.00
Proficiency	2a	75	5%	**0.00**	75	4%	0.00
	2b	75	5%	**0.00**	75	4%	0.00
	2c	75	5%	**0.00**	75	4%	0.00
Growth	3a	100	7%	**0.00**	100	6%	0.00
	3b	100	7%	**0.00**	100	6%	0.00
	3c	100	7%	**0.00**	100	6%	0.00
	3d	75	5%	**0.00**	75	4%	0.00
	3e	75	5%	**0.00**	75	4%	0.00
	3f	75	5%	**0.00**	75	4%	0.00
	3g	100	7%	**0.00**	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				**0.00**			0.00
% of Possible Academic Points for This School				**0.00%**			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Teacher Effectiveness	1	150	10%	**0.00**			
Student Engagement	2	150	10%	**0.00**			
Young Learner Happiness w/ School	3	150	10%	**0.00**			
School Climate	4	150	10%	**0.00**			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				**0.00**			0.00
% of Possible Mission-Specific Points Received				**0.00%**			0.00%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**1500**			1750		
TOTAL POINTS RECEIVED				**0.00**			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**0.00%**			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**0.00**
	1b	25	6%	**0.00**
	1c	25	6%	**0.00**
	1d	25	6%	**0.00**
Financial Management & Oversight	2a	25	6%	**0.00**
	2b	25	6%	**0.00**
Governance & Reporting	3a	25	6%	**0.00**
	3b	25	6%	**0.00**
Students & Employees	4a	25	6%	**0.00**
	4b	25	6%	**0.00**
	4c	25	6%	**0.00**
	4d	25	6%	**0.00**
School Environment	5a	25	6%	**0.00**
	5b	25	6%	**0.00**
	5c	25	6%	**0.00**
Additional Obligations	6a	25	6%	**0.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE OPERATIONAL POINTS				**0.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**0.00**
	1b	50	13%	**0.00**
	1c	50	13%	**0.00**
	1d	50	13%	**0.00**
Sustainability Measures	2a	50	13%	**0.00**
	2b	50	13%	**0.00**
	2c	50	13%	**0.00**
	2d	50	13%	**0.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE FINANCIAL POINTS				**0.00%**

SYRINGA MOUNTAIN SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.

3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.

b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

   i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.

   ii. Revised petitions shall clearly show the submission date of the revision on the title page.

   iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

   iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

   v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

   vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

    i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

    i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

Policy Title	ENROLLMENT/ADMISSION PROCEDURES	Adoption Date: October 3, 2013
		Policy Number 500

203.ADMISSION PROCEDURES adopted from *IDAHO ADMINISTRATIVE CODE IDAPA 08.02.04 State Board of Education Rules Governing Public Charter Schools*

01. Model Admission Procedures. In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (6-20-13)T

02. Enrollment Opportunities. Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. Petitioners shall ensure that such process includes the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. (4-11-06)

03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list. (4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33- 5205(3)(i), Idaho Code. (6-20-13)T

06. Proposed Attendance List for Lottery. Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference. (4-11-06)

07. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (4-11-06)

a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the

prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

c. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" shall be written on such index card. (4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time. (4-4-13)

e. With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

08. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (4-11-06)

09. Notification and Acceptance Process. (4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school. (4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.(4-11-06)

10. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (4-11-06)

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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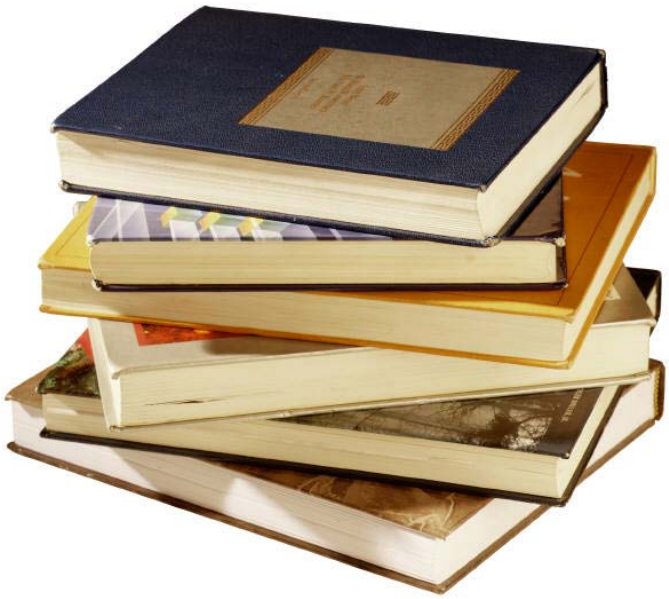


Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

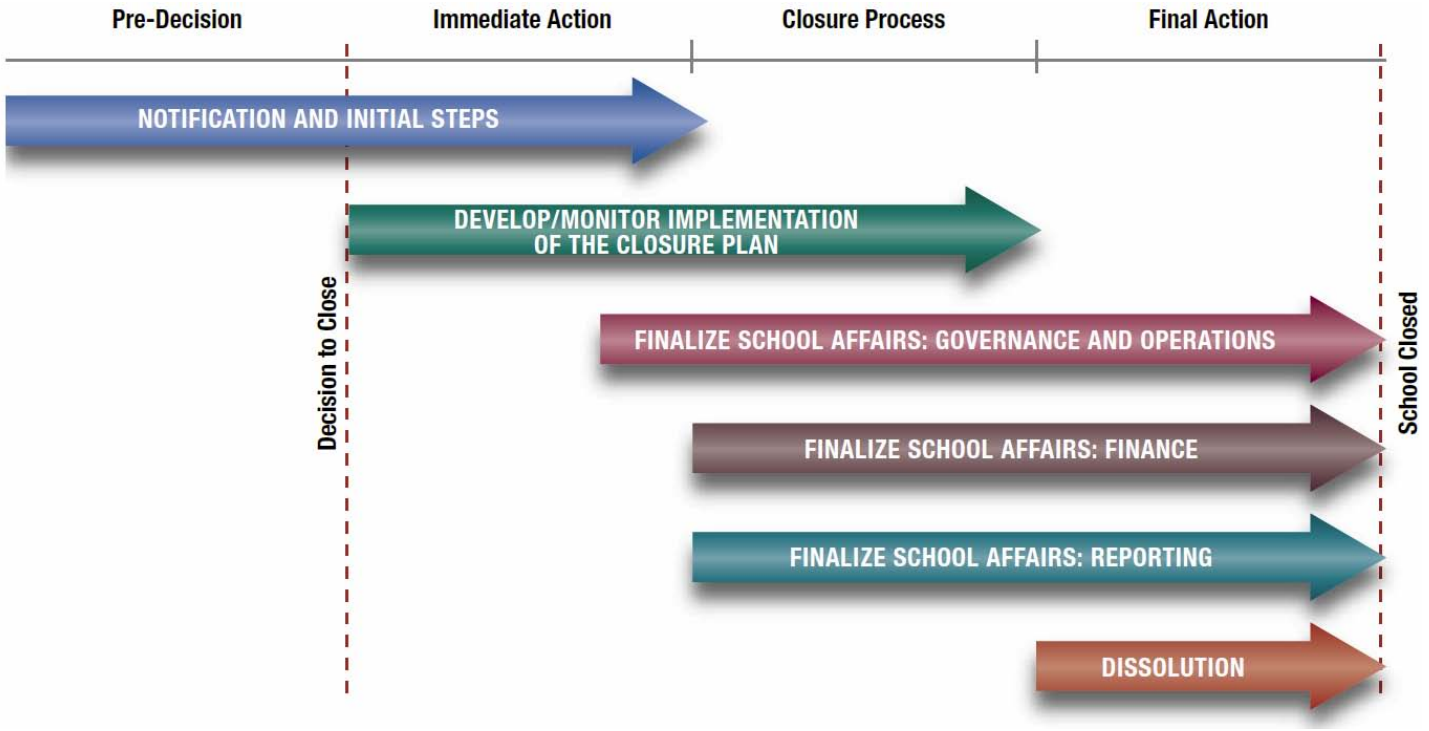
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

Appendix J: Enrollment Capacity

Appendix J: Enrollment Capacity Growth Table

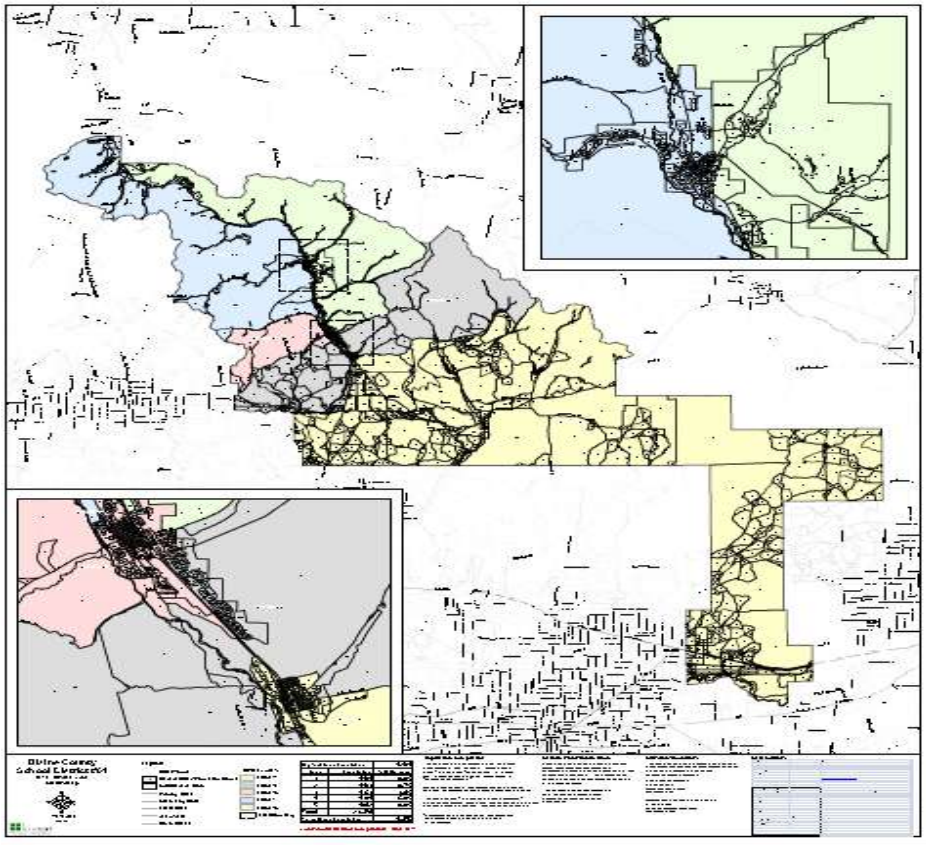
Syringa Mountain School
October 10, 2013

Expected enrollment and growth (maximum numbers per grade)

Year:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
K (half-day)	20	20	20	20	20	20	20	20	20
K (full-day)	20	20	20	20	20	20	20	20	20
1st Grade	30	30	30	30	30	30	30	30	30
1st Grade		30	30	30	30	30	30	30	30
2nd Grade	30	30	30	30	30	30	30	30	30
2nd Grade			30	30	30	30	30	30	30
3rd Grade	30	30	30	30	30	30	30	30	30
3rd Grade				30	30	30	30	30	30
4th Grade	30	30	30	30	30	30	30	30	30
4th Grade					30	30	30	30	30
5th Grade	30	30	30	30	30	30	30	30	30
5th Grade						30	30	30	30
6th Grade		30	30	30	30	30	30	30	30
6th Grade							30	30	30
7th Grade			30	30	30	30	30	30	30
7th Grade								30	30
8th Grade				30	30	30	30	30	30
8th Grade									30
Total	**190**	**250**	**310**	**370**	**400**	**430**	**460**	**490**	**520**

Appendix K: Attendance Area Map

APPENDIX J Primary attendance area and neighborhood school boundaries



Map can be accessed at the BCSD Website http://www.blaineschools.org/District/Board/Zone_Map.aspx

Primary Attendance Area for Blaine County School District 61

SUBJECT

The Village Charter School Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B
I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with The Village Charter School (TVCS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and TVCS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the TVCS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the The Village Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and The Village Charter School, Inc. (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on April 29, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014; and

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2011. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 10, 2013, and shall continue through June 30, 2018, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows:
The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.

B. **Grades Served.** The School may serve students in kindergarten through eighth grade.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- Achieving and maintaining Lighthouse School status;
- Teaching differentiation using the Limitless Learning Method;

- Teaching effective leadership principles using the 7 Habits of Highly Effective People;
- Teaching character development using the ACE Approach and Core Values; and
- Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School's performance in relation to the indicators, measures, metrics and targets set forth in the

Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. Required Reports. The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 440 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

25 students per class in kindergarten and grade 1
30 students per class in grades 2 and 3

33 students per class in grades 4 – 8

TVCS may offer up to two kindergarten and two first grade classrooms in its first year of operation. The school may expand by one classroom per grade, per school year, up to two classrooms per grade in K-8. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

C. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
D. **School Facilities.** 219 N. Roosevelt, Boise, ID 83706. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
E. **Attendance Area.** The School's primary attendance area is described in Appendix J.
F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be

responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the

School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 10, 2013.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, The Village Charter School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

The Village Charter School
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter

THE VILLAGE CHARTER SCHOOL, Inc.
CHARTER

Planned Opening: 2011-2012 School Year
Physical Location: Boise School District
School Districts Affected: Boise School District
& Joint School District # 2

The Village Charter School, Inc.
Board of Directors
and Founding Families
219 N. Roosevelt
Boise, Idaho 83706

info@thevillagecharterschool.org
www.thevillagecharterschool.org

Approved By:

Idaho Public Charter School Commission
April 29,2010

Amended on December 4, 2012

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Tab 1

I. Articles of Incorporation *I.C. § 33-5204(1)*

Please refer to Appendix A— Articles of Incorporation.

II. Bylaws of The Village Charter School, Inc. *I.C. § 33-5204(1)*

Please refer to Appendix B— Bylaws of The Village Charter School, Inc.

III. Petition to Establish a Charter School *I.C. § 33-5205(1)(a)&(3)*

Please refer to Appendix C— Petition to Establish a Charter School.

IV. Vision Statement and Mission Statement

A. Vision Statement

The Village Charter School community inspires students to cultivate their individual gifts and abilities equipping them to discover meaningful value and purpose in the world.

B. Mission Statement

The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands on experience, real world application and creative methods. Each student is given the opportunity to achieve their full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

The Village Community

Life in a village offers the opportunity for each member to bring their gifts, talents, and abilities to the forefront in order to strengthen the larger community. The Village Charter School (TVCS) is like a village, wherein every member is valued as an individual with talents to be cultivated and shared and is a vital member of a larger whole. Every member of our village works together for the common goal of a safe environment, wherein learning flourishes and students feel safe, supported, respected, accomplished, fulfilled and important. Students are instilled with the values of integrity, honesty, hard work, perseverance, loyalty, dependability, compassion, empathy, respect, leadership, consideration and confidence.

Consistency is a fundamental part of our village's approach to education. Our innovative teaching methods provide teachers with tools to assess the needs of their students in order to maximize each student's growth and success. These methods create an environment that is engaging, academically accelerated, progressive, and motivating to foster a love of learning in our students. It is the goal of The Village Charter School to help each student discover and reach his or her full academic potential while also cultivating their unique gifts and talents in a safe, supportive, loving environment.

Members of The Village Charter School work together, reach out to those around them, and are

aware that they are part of a greater community and can make a difference. Through their education at TVCS, students are equipped to handle real-world situations, are given tools to approach academic challenges, and are prepared for higher education. They understand the importance of obtaining satisfying employment, and ultimately become responsible citizens and leaders who make positive contributions to the world in which they live. Our village includes students, teachers, administrators, parents and other community members all working together to support the students in a positive way that invites learning to be challenging, exciting, interesting, hands-on and a life-long endeavor.

Founders Statement

The founders of The Village Charter School are parents and educators who have a vision of what our children's education can be. Each of us has seen methods, curriculum and programs that have had amazing abilities to inspire children in such a way that they flourish, love school and excel academically. We want to create a school environment where our children feel loved, accepted and safe, while setting high standards for behavior and scholastic achievement. We want our educators to provide our children with the tools they need to accomplish more than they ever thought possible. We want to create an environment that encourages and uplifts our students and is academically challenging, while also alive with enthusiasm and an eagerness for learning. We plan to create this environment through our accelerated core curriculum, innovative teaching methods and the ACE Approach. As founders of The Village Charter School, we are dedicated to this cause and to the students we will serve.

Educational Philosophy

There is a great need for options in education. Students are unique and have gifts which need to be cultivated through a variety of activities. Families need an option where each of their children can pursue individual interests within the same school. Character building and values must be taught in order to produce virtuous leaders. If a student isn't progressing, he or she needs a teacher who will discover how to reach them. Students learn at different paces and benefit from the *Limitless Learning Method,* enabling teachers to work with them at their level of understanding. Students need an environment where they can blossom. The *ACE Approach* provides consistency in curriculum, school environment, classroom management and discipline throughout all grade levels. To be academically successful, students need to be taught how to take an active role in their own education. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for satisfying employment. Additionally, students need to understand the importance of their contribution in society to become responsible citizens.

- Students come first and safety is of the utmost importance.
- Students play an integral role in our village community.
- The school environment is calm, welcoming, fun, and encourages a love of learning and creativity.
- As students feel safe, accomplished, loved, engaged and challenged, they are more likely to succeed.
- Every student has individual gifts and talents to be discovered and cultivated.
- Students are encouraged to explore, learn and follow their dreams.

- Students are unique, and valued for their individuality.
- School-wide goal to reach every student helping them feel successful and confident.
- Hands-on experience creates a deeper understanding of concepts.
- Critical and creative thinking skills are taught & reinforced.
- Consistency is fundamental in order to provide safety, structure and an engaging atmosphere.
- Instructional methods are varied in order to reach each student's personality, learning style, background knowledge, readiness, language, and interests.
- Through experience students learn the importance of service and develop an awareness of the needs around them.
- Our village includes students, teachers, administrators, parents and community members all working together to support the students.

Tab 2

I. Rationale for The Village Charter School *I.C. § 33-5205(5)*

A. Primary Attendance Area *I.C. § 33-5205(3)(j)*

The primary attendance area for The Village Charter School encompasses the following area within the boundaries of the Boise School District (BSD):

Boise School District boundaries on the West and South.
North and East boundaries are as follows:

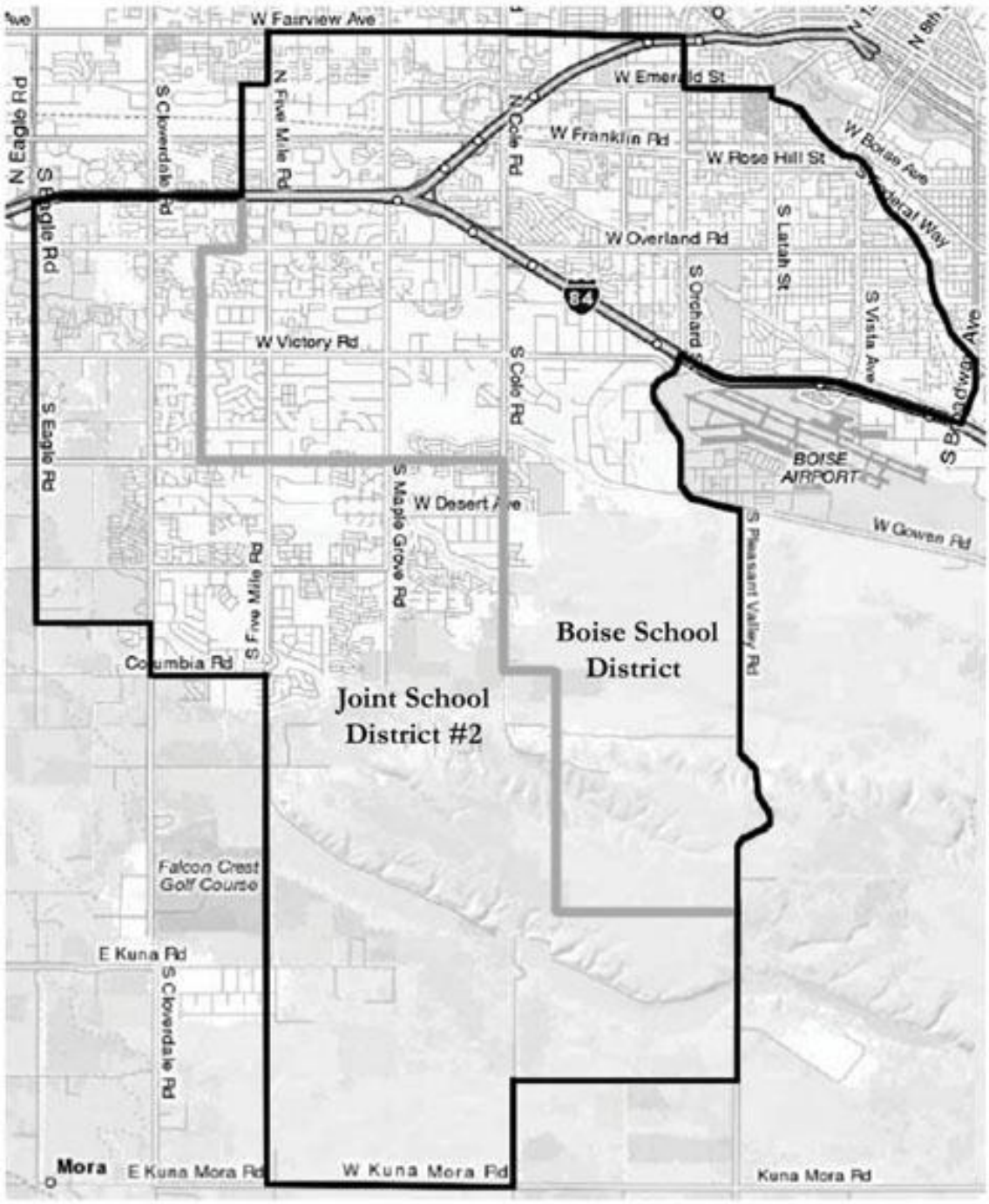
- Start at the corner of Fairview and the BSD boundaries,
- Go east on West Fairview Avenue,
- Turn south on North Orchard Street,
- Turn east on Emerald Street,
- Turn south on South Latah Street,
- Turn east on Crescent Rim Drive,
- Turn east onto South Federal Way,
- Where South Federal Way crosses Broadway Avenue, stop,
- Begin south on Broadway Avenue,
- Turn west onto Interstate 84,
- Turn south on South Orchard Street,
- Turn south on Pleasant Valley Road, and
- Where Pleasant Valley Road and the BSD boundaries meet, stop.

The primary attendance area also encompasses the following area within the boundaries of Joint School District #2:

- Joint School District #2 boundaries on the East and South.
- Interstate 84 on the North.
- South Eagle Road on the West.

The primary attendance area for TVCS is compact and contiguous as required by law. The primary attendance area boundary encompasses an entirely enclosed area. The boundary line goes directly down the middle of the road and does not include both sides of the listed streets.

For further clarification, please refer to the map on the next page.



Target Student Population

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the option to expand to grade twelve in the future. Expansion

will be at the discretion of the Board of Directors for TVCS (Board), and the Idaho Public Charter School Commission (Commission) as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to enroll a maximum of 25 students per class in kindergarten and first grade, 30 students per class in second and third grade, and 33 students per class in all other grades. The maximum year one (1) enrollment of TVCS is 325 students. The maximum number of classrooms for year one (1) is ten (10). TVCS may offer up to two kindergarten and two first grade classrooms and one classroom per grade in all other grades. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed. TVCS will continue to add one (1) classroom per year to grow the program to the maximum capacity of two (2) classes per grade.

School Year	Classrooms*	Grades Served	Maximum Enrollment
2011	10	K K 1 1 2 3 4 5 6 7 8	325
2012	11	K K 1 1 2 2 3 4 5 6 7 8	345
2013	12	K K 1 1 2 2 3 3 4 5 6 7 8	385

* Kindergarten is considered a .5 classroom

Please refer to Appendix V— Enrollment Projections.

TVCS strives to create a diverse school population by advertising to the entire Treasure Valley. Additionally, TVCS has a special populations committee which is responsible for advertising TVCS to high, mid, and low socio-economic status families, students with various cultural backgrounds and students with special needs in the attendance area and informing them of enrollment opportunities. In this way, TVCS hopes to create a real world population mix. TVCS would welcome the option of becoming a Title I school to provide additional services for our students.

Should enrollment approach the minimum of financial viability, the Board shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fund-raising from external sources through the PTO and community sources
- Eliminate or defer expenses

B. Potential Impact on Boise and Meridian School Districts

We are aware that opening The Village Charter School will have a potential impact on the Boise School District and Joint School District #2. However our unique and innovative academic programs, accelerated curriculum and engaging teaching methods will offer new opportunities for parents seeking school choice. In Year 1 of opening, TVCS will have a projected enrollment of 275 students. Conversely, the impact on the districts will likely be lower than 275 because TVCS students will also come from outside of the district boundaries, home schools, moving in from out of state, etc.

Overall, demand for charter schools is high. Recent data from the Idaho Charter School

Network indicates that there were over 1,400 students on charter school waiting lists in the Boise, Meridian and Kuna area charter schools for the last two years. It is significant that for the 2009-2010 school year the waiting list numbers in these three districts have remained unchanged, even though North Star Charter School has expanded by over 300 new students from their waiting list and Hidden Springs Charter School's waiting list is no longer factoring into this number as it has in the past.

It is important to note that the State of Idaho allocates money for every student to attend school where they choose. Therefore, there is no financial output from any districts for the students who attend TVCS.

C. Facilities to Be Utilized

The Village Charter School will begin operations in a lease-based facility in the Boise School District boundaries. TVCS has looked at several facilities and will not be entering into a lease agreement until the charter is approved and the timing is appropriate. Prior to opening, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in *Idaho Code § 39-4130* and the Americans with Disabilities Act. TVCS commits to continuously comply with all applicable facility codes, ordinances and regulations as they are adopted. TVCS will also provide a certificate of occupancy for the charter school property to the Commission prior to opening.

Please refer to Appendix E— Facilities & Contractors.
Please refer to Appendix W— Certificate of Occupancy.

D. Administrative Services

The Principal will be chosen according to the bylaws of the corporation and is empowered, in coordination with the Board, to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning, but not limited to:

- Implementation of vision and mission
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Curriculum, instruction, and assessment
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate for innovation and growth
- Staff and school morale
- District/Board/Commission liaison
- Supporting the PTO
- Keep budget and financial records
- Annual reports

E. Civil Liability

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the State and The Village Charter School.

F. Types of Insurance

Upon approval, The Village Charter School will procure and maintain a policy of general liability insurance in the amount required by state law, and errors and omissions insurance with limits not less than one million dollars. The Board will be responsible for soliciting bids for insurance on behalf of TVCS from companies who have maintained a rating of "A" according to the A.M. BEST COMPANY. TVCS will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other non-profit users of district resources and facilities. Liability and property insurance will be given to the Commission each time it is renewed to ensure continuous coverage. TVCS will provide a list of all other types and amounts of insurance required prior to opening the school.

Tab 3

I. Educational Programs *I.C. § 33-1612 & 33-5205(3)(a)*

A. Leadership Program

The Village Charter School utilizes innovative methods to provide a quality "whole-child" approach to education. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The *Leadership Program* (LP) is a unique school wide program that was created by the school founders. The LP curriculum is chosen based on research, best practices and educator experiences. The first section provides the foundation using the school's *ACE Approach* and *Core Values* which encompass leadership expectations. The second section incorporates the *7 Habits of Highly Effective People*® (7 Habits) to teach effective leadership principles. The third section encompasses Service to provide opportunities for students to learn leadership through giving to their community. The fourth section is an interest based Elective Program that helps students find success as they participate in hands-on Electives. The fifth section is *Thriving* and is introduced in the upper grades and teaches students advanced goal setting skills needed to progress in achieving one's full potential as a leader. The design of the leadership curriculum is to provide students with the tools and confidence they need to explore their own interests and to find satisfaction in employment, education and life. These sections of the Leadesrhip model create a progressive approach and are described in more detail below.

Please refer to Appendix X— TVCS Leadership Map

ACE Approach

Philosophy

The *ACE Approach* is a framework that was developed by the founders of TVCS in order to meet the diverse needs of our students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. ACE is a specific outline for the school environment, classroom management, curriculum and discipline. It is implemented on a school-wide basis, and provides consistency at each grade level, in each classroom and with each staff member.

The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Resources and opportunities are provided for the students to thrive. Students, staff members, parents and community members, work as partners in education.

ACE is based on three fundamental pillars to social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school's organization and daily activities. They guide the school's mission, vision, policies and education methodology, and are rooted in the core values of TVCS. Every staff member is trained to refer to, and apply ACE in decision-making regarding school management and student outcomes. ACE is also used as a reflection tool to redirect behavior that is not meeting expectations.

Please refer to Appendix G Research Supporting the ACE Approach and LLM.

School Environment

A Accountability: Students are held accountable for their choices, and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies and of other's property. Students are responsible to clean up after themselves and take care of their belongings. Daily attendance is essential, as is punctuality.

C Consideration for others: Etiquette is taught in order to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal best. Students support and encourage each other to achieve their best.

E Equipping for future situations: There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the student handbook, character education and logical consequences.

Classroom Management

A Accountability: Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students work on tasks individually or as a group. Responsibilities are age-appropriate and may include, but are not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, taking books to the library, keeping a particular area organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, assisting in the library or lunchroom.

C Consideration for others: Students work together, help each other, and lead by example. The teacher holds the high expectation that students treat each other with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult or fellow student is presenting.

E Equipping for future situations: The classroom daily schedule is clearly posted to provide routine and consistency in order to teach the students time management and scheduling. The teacher sets class goals, and each student sets personalized learning goals using the SMART (specific, measurable, attainable, relative, and time specific) method. By developing goals, the students, parents and educators work together to consider the student's strengths and weaknesses.

Classroom Instruction

A Accountability: Teachers prepare lesson plans according to the needs of the class, while meeting the requirements of State Standards. Students are encouraged to ask for help when

they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities, and to develop goals and a vision for their future.

C Consideration for others: Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other grades through the Big Buddy/Little Buddy program. Diversity and global awareness are cultivated through social studies, humanitarian projects, and service to the local community. This enables students to appreciate their value of belonging to a larger society and their ability to make contributions to the world in which they live.

E Equipping for future situations: A clearly defined core curriculum foundation comes first and is enhanced by the LLM. This foundation begins by using state standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills that build progressively from grade to grade and therefore align the curriculum. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

Behavior and Discipline

A Accountability: Students and faculty are held to high standards for moral and ethical conduct consistent with the core values of TVCS. This is accomplished through clear limits and consequences, consistency and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, correction is handled quietly and privately between staff members and students. The teacher avoids hollering across the classroom or otherwise bringing undue attention to the situation. Verbal reproach is kept brief, to give direction only. The teacher refrains from lecturing. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored and each are held accountable for his or her choices. Correction is ideally ended with a positive statement of affirmation, such as, "I know you can do it", "I know you'll make a better choice next time", or "I believe in you".

C Consideration for others: Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions, and are guided to consider other's thoughts and feelings. Staff members strive to be conscientious in discerning tattling and bullying from conflict. Bullying, harassing, or otherwise compromising another's safety is not tolerated.

E Equipping for future situations: Students are taught clear boundaries in order to help them learn that their behaviors effect themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem solving, loving communication, coaching and logical consequences. Corrective measures help the student to better understand their choices, the consequences due to their choices, and how they can take responsibility to problem solve. Students learn skills that will help them make positive choices and make amends, in order to preserve relationships.

Core Values

Caring	I am honoring and protecting all living things and the world's resources.
Contribution	I have a clear purpose and vision by making a positive contribution to the world.
Connection	I have positive relationships that enhance the well-being of myself and others. I demonstrate awareness of my inner spirit/soul and how I connect with the universe.
Competence	I have a love of learning. I am able to manage my emotions and how to act in different situations. I look for ways to care for myself with healthy habits and achieving my goals.
Confidence	I believe in myself and know I can accomplish my goals. I face challenges successfully by demonstrating persistent resourcefulness and learning new lessons about life.
Character	I make decisions that are grounded in a clear sense of right and wrong.

Character Development

Character development is fundamental to the *Leadership Program* and is a means of producing virtuous leaders. TVCS has high expectations for moral and ethical conduct. All employees, parents and visitors are expected to follow the same standards that are set for students. Positive character traits are taught by example and through character education classes using our core values. In addition to our core values, there is a school wide focus to create an environment of citizenship, patriotism, service and camaraderie.

7 Habits

TVCS teaches and applies the 7 Habits in all grades, K-8, to teach effective leadership principles. TVCS is following the required steps to become a Lighthouse School for Steven R. Covey's The Leader in Me Program. The Leader in Me is an innovative, school-wide model that emphasizes a

culture of student empowerment and helps unleash each child's full potential. By applying these habits, teachers and students internalize timeless leadership principles that nurture the skills students need for success in the 21st century. These include making good choices, getting along with others and managing time wisely.

Habit 1 *Be Proactive*®	• Take initiative. • Manage change. • Respond proactively. • Keep commitments. • Take responsibility and practice accountability. • Create positive education results.
Habit 2 *Begin With the End in Mind*®	• Define vision and values. • Create a mission statement. • Set measurable team and personal goals. • Start projects successfully. • Align goals to priorities. • Focus on desired outcomes.
Habit 3 *Put First Things First*®	• Execute strategy. • Apply effective delegation skills. • Focus on important activities. • Apply effective planning and prioritization skills. • Balance key priorities. • Eliminate low priorities and time-wasters. • Use planning tools effectively. • Use effective time-management skills.
Habit 4 *Think Win-Win*®	• Build high-trust relationships. • Build effective teams. • Apply successful negotiation skills. • Use effective collaboration. • Build productive relationships.
Habit 5 *Seek First to Understand Then to Be Understood*®	• Apply effective interpersonal communication. • Overcome communication pitfalls. • Apply effective listening skills. • Understand others. • Reach mutual understanding. • Communicate viewpoints effectively. • Apply productive input and feedback. • Apply effective persuasion techniques.
Habit 6 *Synergize*®	• Leverage diversity. • Apply effective problem solving. • Apply collaborative decision making. • Value differences. • Build on divergent strengths. • Leverage creative collaboration. • Embrace and leverage innovation.
Habit 7 *Sharpen the Saw*®	• Achieve life balance. • Apply continuous improvement.

- Seek continuous learning.

Service

Service Learning
Each year, beginning in kindergarten, students participate in quality Service Learning projects connected to classroom curriculum. These purposeful experiences provide students with the opportunity to learn the importance of service, broaden their understanding of the world, and develop an awareness of the needs around them.

Big Buddy/Little Buddy Classroom
To build school-wide camaraderie, older classrooms and younger classrooms are paired together for various projects using cross-grade tutoring and mentoring. Older and the younger students are paired together and assigned to work together throughout the school year on a regular basis. Both the older and the younger students benefit from this partnership as they spend time reading, writing, working on math concepts, or specific assignments together. The older students learn leadership skills, while the younger students gain a valuable mentor. Teachers guide and monitor this program to ensure success.

Thriving

TVCS teaches students advanced goal setting and leadership skills using resources from *Step-It-Up-2-Thrive**, or a similar program, to teach the following skills:

- *Sparks*. Students learn that their innate interests may be different from their family members and friends. Students learn that working with a mentor who shares their interest helps them to further develop their individuality.
- *Mindset*. Students learn about the importance of brain development and adopting a growth mindset.
- *Thriving Indicators*. Self-reflection is encouraged to help students recognize areas in which they can grow. These areas include healthy habits, life skills, love of learning, emotional competence, social skills, positive relationships, spiritual growth, character, caring, confidence, persistent resourcefulness, and purpose. Students also learn how to overcome risk factors such as peer pressure and lack of self-confidence that can get in the way of their development.
- *GPS*. Student's learn advanced goal management skills through GPS which is an acronym for (G) Goal Selection, (P) Pursuit of Strategies and (S) Shifting Gears in the face of challenges.

The full Thriving process motivates students to achieve personal development goals and to move toward reaching their full potential.

**Step-It-Up-2-Thrive* is a theory of change with four stages that uses curriculum and tools that have been created by the Thrive Foundation for Youth. TVCS has partnered with Thrive to pilot this curriculum in our school.

Please refer to Appendix Y— Thriving Wheel.

Elective Program

Vision Statement. As we empower our students to discover their unique potential they will feel success, develop a sense of community, and thrive in the world around them.

Mission Statement. To offer an innovative, interest based program that utilizes passionate, innovative and encouraging members of the community as mentors who enrich our students' knowledge through hands-on, meaningful and real world applicable activities.

Goal. To help all students feel successful. Through the elective program, students will:

- develop confidence that helps students to find success in other subject areas,
- discover their unique and innate gifts,
- are engaged in learning,
- are challenged through the curriculum,
- experience high expectations for learning outcomes,
- develop an awareness that they offer something unique to the community, and
- develop a sense of camaraderie with their peers.

Organization

The Elective Program is offered school wide as an opportunity for students to pursue individual interests and excel in areas that respond to their particular needs, strengths and preferences. Electives are hands-on, project-based classes that are not traditionally offered in a K-8 school. These may include, but are not limited to, drama, photography, sign language, sports, foreign languages, individualized projects, cooking & baking, scrapbooking, engineering, sewing, presentation skills, business knowledge, crafts, dance, music, visual art, etc. Electives may be taught by teachers, educational assistants, professionals, community members and/or parent volunteers who serve as Mentors and are engaged in direct instruction. Mentors are highly encouraged to use a variety of activities and methods for instruction, including, tactile, visual, kinesthetic, auditory, group and independent approaches. Students do not earn a grade during Electives and consideration is taken to address the varying developmental rates and learning modalities of all students. Electives take place during regular school hours and are offered free to all students.

Students are given the opportunity to explore a variety of interests by participating in several different Electives throughout the year. TVCS offers at least three (3) multiage Elective Sessions per school calendar year to provide first through eighth students with the opportunity to participate in the same class for multiple weeks. Individual or group projects are presented at the conclusion of each Elective Session.

The Administrator is responsible to oversee the Elective Program. Each classroom teacher is responsible to oversee an Elective class. The Administrator may select an Elective Coordinator to administer the day to day operations of the program. These responsibilities may include, but are not limited to, recruiting and training Mentors and volunteers, scheduling classes and coordinating supplies for the Elective classes. The *Parent Teacher Organization* (PTO) assists the Elective Coordinator, as requested. Parental involvement is highly encouraged to allow the

students to work in smaller groups and provide more hands-on experience.

Entrepreneur & Mentoring Programs

Starting in the sixth grade, TVCS students have the opportunity to participate in entrepreneur and mentoring programs. These programs are designed to utilize the skills learned through the Leadership curriculum and provide sixth through eighth grade students with additional real world simulated applications. Through these programs, students are taught to utilize their resources and pursue opportunities thereby providing them with the confidence and tools they need to succeed in their future endeavors beyond their education at TVCS.

B. Limitless Learning Method

Students do not learn the same thing in the same way on the same day. Therefore, the *Limitless Learning Method* is based on the philosophy that students' education should not be limited by a set curriculum year after year. In order for teachers to properly know what their students are ready to be taught, they must first determine what their students know, then teach accordingly. The *Limitless Learning Method* is not an individualized education plan for each student. Instead, it is a differentiated approach to teach a classroom of students. The students are divided into smaller groups whose levels of understanding of concepts are similar, and curriculum is varied to meet their educational needs. Differentiating instruction and allowing flexibility of delivery methods helps educators strive to maximize students' comprehension, retention, and progression.

The goals of the *LLM* are to:

- assess the students' readiness, instructional needs, interests, and learning style
- utilize informative assessment data to develop targeted instructional activities with the integration of curriculum, hands-on experiences, and/or project-based activities
- develop challenging and engaging tasks for the students
- utilize multiple ways to display comprehension

The LLM serves to provide a firm learning foundation that equips students for success based upon their attitude that learning is a limitless, life-long endeavor. To accomplish this, the LLM follows a six-step process:

1. *Informative Assessment.* Assessment is key to a dynamic focused curriculum. To be responsible for what a child is taught, it is necessary for teachers to understand what their students know and how to move them forward in a successful manner. It is essential to understand how each student learns best. The teacher uses multiple formal and informal methods to collect student data. This data may be gathered from testing, homework assignments, writings, classroom activities, interviews, and surveys.

2. *Analysis.* The teachers use their professional experience, research, collaboration, and judgment to analyze the student's response to current instruction. They take into consideration the student's personality, learning style, background knowledge, readiness,

language and specific interests.

3. *Planning.* Based on assessment and analysis, the teacher (and other partners in education, as necessary) may create multiple paths enabling students to experience various ways to absorb, use, develop and present concepts as a part of the daily learning process.

4. *Analytic Implementation.* Varying instructional strategies helps the students to learn in a manner compatible with their own learning preference. This may also expands their repertoire of alternative learning strategies. Variation can occur in content, process, product, and/or classroom environment. A combination of these concepts can be more effective than any single approach.

    - *Content.* Teachers align tasks and objectives to learning goals. Objectives are frequently written in incremental steps that result in a continuum of skills-building tasks. Instruction is concept-focused and principle-driven. The content of instruction should address the same concepts with all students, but the degree of complexity should be adjusted to suit diverse learners. Several elements and materials are used to support instructional content. These include acts, concepts, generalizations or principles, attitudes, and skills.
    - *Process.* Teachers provide multiple paths of learning activities or strategies, to explore and manipulate ideas embedded within a concept. For example, graphic organizers, maps, diagrams or charts may be used to display comprehension. Varying the complexity level in demonstrating mastery of a concept can effectively facilitate differing levels of cognitive processing. It may be motivating for some students to be offered choice or encouraged to develop an idea. Teachers may have students work alone, in a small group, or the class may work as a whole to learn a concept and demonstrate competence. Elective classes and projects provide an additional avenue to strengthen unique interests and abilities.
    - *Product.* Assignments may be differentiated to challenge students at various learning stages. For example, teachers may ask students who are working above grade level produce work that requires more complex or advanced thinking. Teachers may also give students who need assistance more instruction, extra help, or allow them to work in groups.
    - *Environment.* Teachers may manipulate the environment by changing the lighting or sound levels, eliminating visual distracters, providing an object to occupy fidgetiness with small-muscle movements (such as sitting on a large ball or squeezing a hand ball), or providing a more casual seating arrangement.

5. *Evaluation.* Both the student's current level of competence and the effectiveness of the LLM are evaluated and modified as needed. Documentation is necessary to track assessment data, response to instruction, effective instructional pathways, competency in content areas, complexity level, grade level aptitude, and other variations supportive of the student's educational journey.

6. *Assessment Continuum.* The LLM is built upon year-to-year and a file is created for each student to track assessments. This file is passed on to the student's succeeding classroom

teacher throughout all grades. The core subjects of reading, writing, math, and spelling are assessed every nine weeks using a school wide collection of defined assessments. This serves as a valuable resource to the staff for the student's comprehensive education.

TVCS uses fair, innovative, research-based assessments to demonstrate student understanding. Each assessment uses a rubric, which provides the teachers with guidelines to thoroughly analyze the students' work. Through the Progressive Staff Development System, teachers are trained to analyze assessment data using multiple diagnostic methods leading to valid and informative results. This "paints a picture" of student progress and enables teachers to analyze results, problem-solve, and pinpoint needs in order to further student's academic growth (Routman, 1999).

TVCS emphasizes assessments that enhance learning. The goal of assessment is not only to give a grade, but to encourage students to do their personal best and show them their improvement throughout the year. When analyzing assessment data, it's not about "what or how many" errors the student made, it's "why" the errors were made that matters. The "why" informs teachers that students may:

- be able to demonstrate a skill, but their overall comprehension of that skill may be lacking
- have a disconnection between what has been taught and what has been understood
- not learn in the way the teacher has been teaching
- memorize data, but may not be able to correctly apply it

Until a student is aware of "how" and "why" they are making errors, they are unable to begin to improve and progress. The analysis helps teachers to pinpoint the disconnection so they are better able to meet their student's needs. Students are encouraged to view assessments as learning experiences and challenges. An individual score on a piece of work can be improved if the student is willing to accept the challenge for improvement. Additionally, self-assessment provides a unique learning opportunity for students. As active participants assessing their own work, students are encouraged to develop an understanding of their strengths and deficiencies, as well as an objective view of their accomplishments. In this way, students can see their progress, gain a positive desire to create quality work and strive for excellence.

Core Assessments

Reading Assessment. The number of words a student can read per minute does not necessarily reflect the extent of comprehension. In order to accurately measure a student's reading level, teachers must also analyze their reading comprehension, error rate, and self-correction rate. By analyzing the student's reading ability in multiple ways, teachers are able to more accurately support and challenge his or her students. TVCS uses research-based assessments to measure the student's reading ability. The Running Record, with a comprehension component and grade level marker (Clay, 1983), Reading Curriculum Based Measures (CBMs), MAZE Comprehension, AIMSweb, or similar methods and rubrics, are used to measure the following:

Kindergarten

- Letter Naming Fluency: Verbal fluency is analyzed to determine whether the student is at,

above or below grade level.

Kindergarten and First Grade

- Letter Sound Fluency: Verbal fluency is analyzed to determine whether the students is at, above or below grade level.

First through Eighth Grades

Oral Reading Fluency is analyzed using the following measures:

- Current Grade Level: Reading levels are analyzed to determine whether the student is reading at, above, or below grade level.

If the student is reading below grade level, this information is vital to the teacher. Teachers are then able to create interventions that provide instruction necessary to help the struggling student gain the strategies necessary to accelerate their learning (Routman, 1999).

- Error Rate: As students read aloud, the number of errors they make per number of words read is tallied. A ratio of 1:6 means that this particular student made one (1) error for every six (6) words read. This indicates to the teacher whether or not the student needs further instruction in self-monitoring his or her own reading.

When a student reads a book with less than 90% accuracy or has more than a 10% error rate when reading, then the material is too difficult. Students need to read at their instructional level and their independent level in order to excel in reading (Clay, 1979).

- Self-Correction Rate: This is measured by tallying how many corrections the student makes independently. A 1:10 ratio reflects that the student corrected one error for every ten (10) errors made. Self-correction informs the teacher of the students' ability to understand what they have read. Without assessments to discover a student's self-correction rate the student's reading deficiencies can go undetected and the student may fall further behind.

There is a better reading prognosis for a student who evidences self-correction behavior even if it is high, than that of a student who has no self-correction behaviors (Clay, 1979). The student who is making errors and is unaware of them does not have a basic awareness that what they are reading needs to make sense.

- Comprehension Percentage: Students are asked questions applicable to the passage read to measure reading comprehension.

If a student is reading at less than 80%, then the student will not be recognized as reading at the tested grade level and would need to be tested again by the teacher at a lower grade level until the student receives a percentage score of 80% or above. This testing informs the teacher of what the student knows and does not know, the teacher can then design instruction by choosing other curriculum materials, if needed, or by providing more explicit instruction in the area of specific need.

Writing Assessment. The development of students' ability to write is a main priority. Writing plays

an integral role in students' academic, vocational, social, and personal lives. Educators can use writing to stimulate students' higher-order thinking skills including the ability to make logical connections, compare and contrast solutions to problems, and adequately support arguments and conclusions. TVCS uses research-based assessments to measure the student's writing ability. Write Upon Request with a given prompt, or similar method, may be used and is graded using a variation of the Write Trait Rubrics (Spandel, 2001), or similar rubric, to measure the following:

- Writing Process: There is a writing prompt given at every grade level to assess the student's knowledge of the writing process by analyzing their awareness of the writing process in the areas of voice, organization, and conventions (Spandel, 1999).

  "Becoming a better writer is going to help you become a better reader"- Anne Lamott.

Spelling Assessment. "Learning to spell isn't only about having a good memory. It's about mastering the patterns, principles, and rules that enable us to spell nearly 90 percent of all words in English (Moats, 1997)." Word study is designed to support the student not only in the content area of spelling, but also in the act of reading and writing (Bear, 1995). Word study is taught through a variety of methods where students do not merely memorize lists, instead they study words, letter patterns within words, prefixes, suffixes, and word roots. TVCS uses research-based assessments to measure the student's spelling ability. The spelling assessments and rubric used may be taken from the text *Word Study* (Bear, Invernizzi, Templeton, Johnston, 1995), or similar method and rubric, to measure the following:

- Spelling: Assessment is used in all grades to evaluate levels of development, including but not limited to, types of errors made, spelling applications, compositions, and definitions, not merely rote memorization of lists.

  What students store in memory about specific words' spellings is regulated in part by what they know about the general literacy system. Learners who lack this knowledge are left with rote memorization, which takes longer and is more easily forgotten. Similarly, what students learn about the orthographic system evolves in part from the accumulation of experiences with specific word spellings (Ehri, 1992).

Math Matrix Assessment. TVCS uses math instruction and assessments that focus on the importance of knowing multiple ways to find solutions to math problems and that the process is as important as the solution. Math is multi-dimensional and taught using a variety of modalities to enrich comprehension, enabling students to use math as a tool for reasoning and problem solving as applied in the real world. TVCS uses research-based assessments to measure the student's math ability. The math Matrix assessments are open-ended and performance-based assessments, which show the processes students are using to reach the correct answer. The Mad Minutes, and the (Carpenter, Blanton, Cobb, Franke, Kaput, 2004), weekly Matrix Math assessment, Singapore Math, AIMSweb or similar methods and rubrics are used to measure the following:

Kindergarten

- Oral Counting Fluency: Verbal fluency is analyzed to determine whether the student is at, above or below grade level.

First Grade

- Computation: Basic computation skills are measured to determine whether the students is at, above or below grade level.

Second through Eighth Grades

- Concepts: Mathematics is assessed weekly and at the end of each unit by comprehensive tests covering concepts taught throughout the unit. These assessments are developed from the Math Matrix presented daily.

- Application: Math Matrix assessments are given to measure growth in understanding and performance. In these assessments, the process is as important as the answer.

The *Limitless Learning Method* assessments provide each teacher with a "snap-shot" of progress made by any individual student. Using the assessment continuum from the previous year(s) allows each teacher to know what concepts have been mastered and which areas may need more work. Hence, teachers may pick up where the previous teacher left off, ideally leaving few gaps in content and requiring little repetition of mastered skills. The LLM was designed to establish student-responsive, teacher-facilitated classrooms, and to support the educator in becoming an expert of their students' academic needs and abilities.

Results collected from these assessments are used for student report cards and parent teacher conferences to provide concrete representation of student's progress. This provides the information necessary to inform teachers and parents when a student is making progress, when they are leveling off, or losing ground. In this way, educators and parents can partner to provide the best support for the student.

Please refer to Appendix G Research Supporting the ACE Approach and LLM.

Please refer to Appendix F— Limitless Learning Method Classroom.

C. Progressive Staff Development System

The key to the success of our unique programs such as the LP, ACE and the LLM is consistency. These programs are best achieved when all teachers are given the tools, training, and collaboration time needed to ensure consistency throughout the school.

The *Progressive Staff Development System* is a systematic professional development structure that is continuous and exists to enhance the staff's knowledge base. The initial staff preparation is extensive and built upon yearly. Teachers attend summer seminars specifically designed for training, sharing knowledge, researching new methods, and for collaboration. In addition, all staff members attend collaboration meetings or staff development classes on an ongoing basis.

The Principal, with the approval of the Board, appoints committees to oversee implementation of the Leadership Program, ACE Approach, Electives and the Limitless Learning Method using the criteria developed by TVCS organizing members. These committees are responsible for organizing and/or providing ongoing training for TVCS employees and ensuring compliance. The Principal may also ask staff members to become experts in certain aspects of the

curriculum, ~~or~~ methods, or programs. The staff members then teach each other the skills and knowledge they have obtained in their area of expertise. In this way, teacher's become onsite experts who can support, train and collaborate with their fellow teachers with respect to all teaching methods used by TVCS. Teachers benefit from hands-on training and staff development, while the students benefit from the teacher's shared knowledge. Staff experts may also be asked to oversee development, planning and training for these areas which may include but are not limited to, technology, data and assessment, staff retreats, celebrations, volunteer appreciation, 8th grade graduation and curriculum. Additionally, higher education institutions such as Boise State University, Northwest Nazarene University and the College of Western Idaho may be called upon as a source for professional development.

D. School Operations

The unique programs and methods of TVCS are enhanced by a modified school calendar and a uniformed dress code. The modified school calendar for TVCS includes a four-day school week, a week break during the early fall, and a two-week Spring Break. The uniformed dress code consists of solid-colored polo shirts and khaki or navy bottoms.

Please refer to Appendix Z— Dress Code Policy

E. Thoroughness Standards *I.C. § 33-1612*

The Village Charter School will supply each teacher with the state standards. The State Standards define the skills, knowledge and expectations for student learning in each core curriculum area. Teacher training and collaborations will provide teachers the opportunity to develop new and innovative ways to incorporate state standards in their daily instruction. Additionally, the curriculum and instruction developed by TVCS is based on the state standards, and the standards are incorporated in all areas of academics.

TVCS fulfills the thoroughness standards identified in Idaho Code, and it has been established that a thorough system of public schools in Idaho are schools in which the following standards are met:

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

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

Objectives: The Village Charter School will:

- Develop guidelines for physical safety. These guidelines include, but are not limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities.
- Use the *ACE Approach* to ensure a safe and orderly environment.
- Provide a facility and adopt policies which meet all required city, state, and federal standards for public schools, including health, accessibility, safety, fire, and building codes.

- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs and use or sale of alcohol and/or drugs.
- Create an environment that highly encourages parents, and other adults to visit the school, participate in the school's activities, to volunteer at some capacity helping with school projects, programs, committees, and to work with students.
- Ensure background checks and FBI fingerprinting for all teachers and staff are up to date and on file.
- Implement a uniformed dress code.
- Ensure all staff members reinforce positive behavior.

Standard b. **Educators are empowered to maintain classroom discipline.**

Goal: Create a positive teaching and learning environment with an emphasis on high expectations for behavior and performance. Student corrective measures are clear, consistent, logical, and are implemented in a caring, respectful, private, and empathetic manner.

Objectives: The Village Charter School will:

- Outline the policies in a student handbook which provides a code of conduct including clear expectations and logical consequences for unacceptable behavior.
- Hold all staff, students, parents and visitors to the same high standards.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Emphasize student's positive behavior through acknowledgement and reinforcement from the classroom teacher and all staff members.
- Train all staff members to use the *ACE Approach* to ensure consistency between all grades.
- Hold staff meetings for collaboration or development classes.

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

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

Objectives: The Village Charter School will:

- Utilize character education to instill appropriate values.
- Emphasize the importance of adults modeling positive values at school.
- Teach students to be aware of those around them and to offer help when needed.
- Ensure that each class participates in an extensive humanitarian project.
- Develop a sense of individual, social and civic responsibility within the school, at home and in the larger community.
- Provide opportunities for students to participate in regular classroom responsibilities.
- Provide staff development sessions that inform and train teachers in ACE and LLM.

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

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

Objectives: The Village Charter School will:

- Emphasize meaningful language experience through reading, writing and spelling, enhanced by writing and memorization.
- Utilize language, both verbal and written, as a means to support student's retention of concepts.
- Provide access to computers teaching students basic computer skills and, in older grades, appropriate communication through technology via email and the Internet.
- Provide instruction in a second language.
- Use the *ACE Approach* to help students develop verbal problem solving skills.
- Prohibit or limit the use of cell phones, online chatting, or text messaging on school property and during school hours in order to encourage good communication skills.

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

Goal: Develop educated citizens for the 21st century by teaching advanced critical thinking, life, and career skills. Integrate education by weaving 21st century themes into core subjects, teaching from various angles, and incorporating multiple subjects. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: The Village Charter School will:

- Use the Idaho State Department of Education's curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Enhance core curriculum with the study of literature, elective courses, U.S. History, second language, music, computer keyboarding, technology, art, academic preparation, real world skills and environmental responsibility.
- Develop personalized learning goals for each student.
- Emphasize the study of United States history for a better understanding of responsible citizenship and the importance of learning from the past through education.
- Emphasize critical thinking by helping students utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- Provide, as can be funded, a library which houses expository and narrative texts as well as classical literature that serves to ignite the unique imaginations and interests of the individual student and raise the bar for character education.
- Provide field trips, real-world experiences, career development discussions, and visits by professionals to the classroom, as needed and funded.

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

Goal: Provide students with basic skills that prepare them for future employment using

learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in becoming life-long learners and helps prepare them to enter the workforce with a solid foundation of knowledge and skills.

Objectives: The Village Charter School will:

- Provide a strong foundation in reading, writing, math, science, history, economics, literature, and technology.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Use the *ACE Approach* to teach problem solving and social skills.
- Utilize hands-on experiences to create a deeper understanding of concepts.
- Offer an elective program which provides unique opportunities to expose students to a variety of experiences.
- Use group and/or individualized projects to cultivate students' innate gifts.
- Enable students to develop the following intellectual habits important in society: adapting to new situations, responding effectively to new information, solving problems, resolving conflict, making flexible connections among various disciplines of thought, thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.

Standard g. **The students are introduced to current technology.**

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

Objectives: The Village Charter School will:

- Use interactive technology as a tool in an integrated educational program rather than as primary instructional delivery systems.
- Have class assignments that integrate appropriate use of technology including Internet use, word processing, multimedia presentations and spreadsheet programs.
- Supplement instruction with appropriate online resources.
- Provide computer-keyboarding instruction starting in kindergarten.
- Use computers as tools for activities such as accessing research information, record keeping, data storage, authoring, computation, and communication.
- Protect students by providing technology, cell phone, electronic device and Internet use policies.

Standard h. **The importance of students acquiring the skills to enable them to be**

responsible citizens of their homes, schools, and communities is emphasized.

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

Objectives: The Village Charter School will:

- Train all staff members in the *ACE Approach* to provide an environment where students develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.
- Emphasize the study of United States history for a better understanding of our cultural foundations, our present liberties, and how to take an interest in political matters.
- Teach students life-skills using real-world experiences.
- Emphasize environmental responsibility by recycling and using materials and energy wisely.
- Teach an awareness of the world and environment through hands-on activities in nature, discussions, and lesson themes.
- Ensure all students participate in an extensive humanitarian project.
- Enable students to understand and apply concepts and principles embedded in each of the social sciences: history, geography, political science, and economics.

Curriculum Overview

It is the intent of The Village Charter School to use the Idaho State Department of Education standards enhanced with a clearly defined common core curriculum that is progressive, innovative, and integrated. Study in each grade is progressive and students build on specific knowledge learned from one grade to the next. Teachers enhance instruction using innovative methods to reach students with different learning styles, personalities and interests. Curriculum is integrated throughout subjects providing a solid foundation that creates a deeper understanding and stronger application of concepts. Through this comprehensive approach, students acquire the academic excellence and social responsibility desired of an educated citizen in the 21st century.

The core foundation areas, described below, are language arts, science, math, physical education, health, and social studies. They are augmented by the study of literature, elective courses, U.S. history, second language, music, computer keyboarding, technology, fine art, academic preparation, real world skills, and environmental responsibility. TVCS follows the standards set forth by the Idaho State Department of Education.

Language Arts. Students learn the logistics of the English language in reading and writing to become effective communicators. Comprehension skills, phonics, grammar, handwriting, and vocabulary are integrated within language arts. Dramatization, memorization of accelerated

vocabulary, and guided application are part of the language arts experience. Writing includes numerous opportunities to apply the concepts learned, whether they are creative or expository. Communication skills include speaking, writing, and oral presentation, using modern technological tools as needed. The Shurley and Spalding Methods, or other similar methods are used.

Science. The science curriculum is a multi-year sequence which emphasizes hands-on experimentation and functional knowledge of scientific concepts. Science must take students beyond the factual approach of reading, reciting, drilling, and testing to actually writing, synthesizing, and analyzing data gathered. Proficiency in using the scientific method and observational skills creates a strong foundation of learning, which helps students to approach problem solving in an organized way. This approach allows students to experience the excitement of science enabling them to better understand facts and concepts. The Delta Science Curriculum, or other similar curriculum, may be used to enhance hands-on experience.

Mathematics. Matrix Math is based on the fact that math is useful in everyday life and is transformative. Teachers use math matrices to review basic grade level concepts, as well as new and complex mathematical concepts on a daily basis. Students are given the tools to approach mathematical problems using a variety of approaches to produce the same outcome. This helps students think creatively to solve problems. Physical manipulatives are used as a way to give tangible meaning to abstract concepts. In this way, math is multi-layered, using many mediums to enrich and create deeper understanding and application of concepts. Therefore, students comprehend the subject of math and do not hesitate to use it as a tool for reasoning and problem solving in purposeful ways. Singapore and abstract concrete representational math, or other similar programs are used.

Physical Education and Health. Physical education not only gives students an opportunity to be active, but teaches the skills they need to be active throughout their lifetime. In addition, nutrition and healthy living are emphasized through discussions and hands-on activities. The life skill and awareness of healthy food preparation may be taught progressively throughout the grades. Healthy food choices are encouraged.

Social Studies. Students follow the basic elements of the Idaho State Department of Education curriculum with a focus on local, state, national, and world history. Additionally, there is an emphasis on community service and humanitarian projects in all grades giving the students the opportunity to apply their understanding of, and contributions to, the world around them. Students discover and experience their responsibilities and rights as members of our democratic community.

U.S. History. The study of cultural literacy creates educated citizens. Patriotism and citizenship are fostered through the study of United States history and government. As students study the founding of our country and functions of the United States government, they cultivate a sense of patriotism and responsible citizenship. TVCS uses a real world, interactive approach which brings history to life by using creative methods, for example re-enactments, studying autobiographies, or conducting a mock election. Additionally, each day begins with the Pledge of Allegiance.

Literature. Students are exposed to great and classic works of literature, including fiction, non-fiction and poetry. Literary books are specially selected in order to teach students about the world, stimulate their minds, and raise the standards for ethics, values, and ideals. Great books stir emotions, encourage, inspire, and introduce individuals to ideas, language, and beliefs. They provide powerful and unforgettable lessons and characters, as well as enrich language and vocabulary. Students gain a common cultural background from the shared experience of reading. Literature is integrated throughout other curriculum areas to enrich education. Much is expected from the students in this important area, including time spent reading at home for all grade levels. TVCS will abide by the Commission *Guidelines for Applying the Provisions of Idaho Constitution Article IX, § 6, Regarding Sectarian, Religious or Denominational Teaching or Materials.*

Environmental Responsibility. We share a global responsibility for protecting and preserving our environment today and for future generations by teaching our students to respect the world around them. TVCS staff teaches and models environmental responsibility by using materials and energy wisely and recycling. A responsibility for the world and environment is taught through lesson themes, discussion, hands-on activities, and incorporating these practices into the enhanced curriculum.

Fine Art. Art serves as a tool for critical thinking, helping students to hear more deeply, see more appreciatively, and draw on non-traditional modalities when making critical and aesthetic judgments. Students learn best about art through creating art themselves. TVCS provides the environment to experience and experiment different types of art projects taught in the classroom by teachers and/or parent volunteers. Art may be integrated into other curricular areas. Fine Art is taught using a hands-on guided curriculum that focuses on various art forms and techniques.

Second Language. Learning a second language reinforces understanding of one's first language, develops communicative competence, strengthens reading and writing skills, and opens the door to a deeper understanding of and appreciation for the richness of diverse cultures. Second language instruction begins in Kindergarten, and is continued throughout. Concepts are integrated and reinforced into regular classrooms where possible.

Music. Music is taught as a form of self-expression, and a creative outlet. Participating in music can be more than just learning to play an instrument. Musical activities involve all of a child's senses and reinforce many traditional curriculum areas, such as math and language skills, working together in groups, non-verbal expression and coping skills. Learning about different musical cultures can often be the first step toward developing a tolerance for others and an appreciation of diverse cultures. Vocal technique, music theory, sight-reading, composition, and keyboarding are combined with singing, repeating rhymes, clapping, dancing, and playing rhythms. Students can participate and gain an appreciation for music in many different forms. Multiple instruments are used to create hands-on experience. Orchestra and band classes are taught in the upper grades, as finances allow.

Technology. Computers and technology serve as tools to enhance education. Studying, using, and appreciating technology is an important element of a 21st century education. Through technology, students develop critical skills, drawing on technology applications to simulate real-world experience. Students use a variety of tools to gather information and solve problems

including the Internet, office tools and other resources. Technology is taught through hands-on experience using Smart Boards, laptops and/or desktop computers and other equipment, as finances allow.

Computer Keyboarding. Teachers provide guided instruction and may utilize developmentally appropriate software. Students learn proper keyboarding technique and increase speed and accuracy by working toward a determined wpm goal. Computer keyboarding instruction starts in Kindergarten and goes through 8th grade, or until the student can pass a proficiency test, as finances and facilities allow.

High School Preparation. Students may receive instruction from teachers, college students and graduates, business professionals, and/or fellow students on topics such as leadership principles, career goals, character development, note taking, organization, and study skills. Personal accountability is taught in the classroom through goal setting, time management, homework assignments, organizational planners, leadership principles, and character development. These skills are also demonstrated in each student's Leadership Notebook.

Real-World Skills. Etiquette, money, home and time management are important skills that foster the successful growth and achievement of each student. These real-world skills, integrated with academic instruction, create a strong foundation to effectively manage the demands and challenges of everyday life.

Curriculum Development and Approval

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

Educational Programs and Services

Based on need, provisions of educational programs and services, such as physical education, Safe/Drug Free Schools programs, guidance and counseling services, parent education programs, social work and psychological services, occupational education, driver education, and summer school programs will be identified. Provisions for such programs and services will be set forth if need determines and/or if finances are available. The Board and Principal work together to develop, approve, implement and evaluate these programs and services.

TVCS follows the Idaho State Standards regarding HIV/AIDS education and family life/sex education. Parents are given notice prior to instruction, with the option to preview curriculum, have their child opt-out of instruction and/or attend with their child.

Academic Freedom, Controversial Issues, and Religion

The Village Charter School will offer an educational program appropriate to the level of student understanding, which is in accordance with the curriculum and:

- allows students to study and discuss controversial issues
- provides opportunities to examine evidence, facts, and differing viewpoints
- teaches the importance of fact, the value of judgment, and the respect of conflicting opinions
- requires teachers to serve as unbiased moderators for student discussions

F. 21st Century Learner *I.C. 33-5205(3)(a)*

Today's children are tomorrow's leaders. The quality of education separates students who are prepared for the 21st century and those who are not. To compete in the 21st century, students must develop advanced critical thinking and career skills. Education must be integrated by weaving 21st century themes into core subjects, teaching from various perspectives, and incorporating multiple subjects. An ever-changing world requires an educational institution that supports the needs of our modern-day students.

The Village Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student enrollment is small in size, with generally one class per grade so that the students progress together. The receiving teacher has intimate knowledge about what has been previously taught and an awareness of students receiving extra assistance through the LLM.

Instructional Methods

Learning best occurs when teachers use critical moments of direct instruction and the student is allowed opportunities for acquisition and application of knowledge. When students are taught using multiple learning opportunities which are relevant, actively engaging, and purposeful, learning becomes exciting. The Village Charter School recognizes that education is more than the assimilation of facts, and uses uncommon means to achieve exceptional results. Classroom teachers follow the *Limitless Learning Method*. This innovative teaching method relies heavily on student assessment to provide qualitative and quantitative information, which provides a holistic picture of the student's academic success and struggles. Assessment is critical to understanding how students learn best. When researched formative assessments are used to guide and develop instruction, each student greatly benefits. Instead of reviewing concepts previously mastered, students can build on what they already know and progress, learning new curriculum and concepts. Additionally, assessments demonstrate to teachers the skills that each student has not mastered, and informs the teacher that these skills may need to be re-taught in a different way.

TVCS is dedicated to ensure all students, struggling, proficient, or gifted, are successful at fulfilling their individual potential. The students' come first and are a priority with every decision made. Multiple instructional methods have been developed using available research and practice and they are utilized to reach the unique needs of each student, these include but are not limited to the following:

a. The *Limitless Learning Method* maximizes student growth and success by assessing current strengths and weaknesses. Students are progressively challenged as teachers analyze

assessments and vary content, process, product and environment.

b. The *Kinesthetic Learning Method* is a teaching and learning style in which learning takes place with the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. Hands-on experience aids in creating a deeper understanding of concepts.

c. The *Integrated Method* combines multiple courses or topics to provide additional opportunities for application and enriches comprehension for a deeper understanding.

d. The *Inquiry and Problem-Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and apply information, not merely to have instant recall and possession of it.

e. The *Elective Method* provides an opportunity for students to pursue individual interests and excel in special focus areas. Students are engaged in activities that respond to their particular needs, strengths, and preferences such as group or individualized projects and elective courses.

f. The *Progressive Method* is a compilation of specific knowledge that builds on what has been taught in prior years to create a strong foundation, deeper understanding, and prepare students for specific concepts that will be taught in the succeeding grades.

g. The *Discussion Method* encourages learning through sharing of information and concepts within a group. A discussion leader is prepared to recognize each student's level of understanding and can respond at the level most helpful to the student.

h. The *Matrix Math Method* allows for the daily application and manipulation of math concepts throughout the day, that are integrated with other subjects as often as possible, to solve real life mathematical problems using various approaches.

G. Special Needs Students *I.C. 33-5205(3)(r)*

The Village Charter School supports the rights of all students, including *Limited English Proficient* (LEP), Gifted and Talented, and students qualifying for *Section 504 of the Rehabilitation Act of 1973* (Section 504), and students qualifying under the *Individuals with Disabilities Education Act* (IDEA) to equal access to educational opportunity, regardless of physical or mental conditions that may create challenges for them in typical learning environments. No student will be excluded from TVCS, counseled out, or referred to other schools in the district because of his or her special needs.

TVCS will conform to the requirements of the IDEA and other federal laws. Also, TVCS will use the *Idaho Special Education Manual* (ISEA) as a reference and guideline for serving students with special needs. TVCS embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve to their full potential. TVCS will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate

students suspected of having a disability, who may need special education, regardless of the severity of the disability.

Protocol for Identification and Evaluation

Pre-Referral

Pre-referral is an initial step that may be prompted by observations of teachers, other staff, and/or parents. Records from previous schools may indicate special needs. The Pre-Referral Team will consist of the school's Principal, one or more of the child's classroom teachers, and other specialized staff, as needed. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the student. The ideal outcome of the pre-referral is prompt action to enable the student to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, classroom tasks or organization, assessment, or technology. If best efforts of intervention at this level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

Testing and the Multi-Disciplinary Team

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the student for disabilities. The Multi-Disciplinary Team will consist of specialists from TVCS, or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have. The permission of parents/guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

Conclusive Results of Testing and the Individualized Education Plan

If testing concludes that the child has a disability defined within the IDEA, an *Individualized Education Plan* (IEP) will be developed for meeting the needs of the child in the *Least Restrictive Environment* (LRE). The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the creation of the IEP (staff, parents, and student).

Students who do not qualify under IDEA may qualify for special services under Section 504. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under Section 504 will result in an Accommodation Plan.

Programming

Students with special needs work on their IEP goals while attending TVCS. The *Limitless*

Learning Method is flexible enough to allow special needs students to work at their own level of understanding. Teachers present information in multiple formats and media, using a variety of methods to engage and motivate students. Students are given multiple pathways for action and expression. Whenever possible, students with special needs are included in general education classes. When necessary, students in the special education program may receive services in a resource room. Special education staff and regular teachers work closely together to best serve their students with special needs. Parents are involved in every step taken by the school in regard to their students with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

Special Education Services

If a student is found to be eligible for special educational services, The Village Charter School will provide services for the student in the following manner, as needed:

- Highly qualified school staff members provide instruction for students with disabilities, and monitor that delivery of instruction. Instructional services follow the IEP and are provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
- TVCS contracts with a private provider for the provisions of other related services outlined in the IEP.

Other Special Needs Services for Students

In a society based on democratic principles, each student has the right to learn at the most appropriate level where growth will take place. Students attending TVCS who are identified as *Limited English Proficient* (LEP), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at TVCS.

These students are provided educational experiences that strive to meet their needs in the regular classroom, as well as in special classes, seminars or workshops. The charter environment allows areas to be pursued beyond the scope of the regular curriculum, regardless of their areas of special needs. This is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring, and pull out classes. It is the goal of TVCS to become a Title I status school and maintain that status to offer more services for our students as resources allow.

Corrective Action

Prompt additional help will be given to students who do not accomplish the following;

- score in the top quartile on standardized tests on the national, state, and district levels
- read at grade level by third grade

- compute math at grade level by third grade
- produce student work that depicts acquired, integrated, extended, refined, and meaningful utilization of students
- reflect positive growth on the annual parent surveys about the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
- reflect positive growth on self-assessment surveys conducted yearly, regarding attitudes and habits toward task performance

Those students not reading at grade level, as determined by State assessments or computing grade level math as determined by State assessments are identified. They may receive a variety of services including Special Education, Title 1 services as TVCS becomes qualified, tutoring by volunteers, and the opportunity, with parental support, to attend school during one or more intercessions.

An *Academic Improvement Plan* (AIP) is written for every student who is functioning below grade level in reading, writing, math and/or other course(s) or on the *Idaho Standards Achievement Test* ISAT or *Idaho Reading Indicator* (IRI). The AIP includes a request for assistance from the teacher or instructional strategies from the teacher to help the student progress. The classroom teacher or the course teacher will submit the AIP to the Principal within seven days following each nine-week grading period.

Gifted and Talented Students

In accordance with *Idaho Code § 33-2003*, The Village Charter School identifies students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area uses a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, TVCS will implement a modification of curriculum to provide a challenging educational experience.

TVCS offers an enriched curriculum for all students. Teachers, with the help of educational assistants and parent volunteers, are engaged in the act of direct teaching throughout the day, using a variety of methods available to them (tactile, visual, kinesthetic, auditory, group and independent approaches). By taking into account and addressing the varying developmental rates and learning style of the student population, it is possible, through this direct-teaching and monitoring approach, to keep the curricula challenging and the expectations for learning high. The result is above grade level performance, high standardized-test scores, and extraordinary levels of parent and student satisfaction.

The *Limitless Learning Method,* in most cases, will meet the needs of our students. If *Idaho Code § 33-2001* is not being met through the LLM, programs such as the gifted and talented program may be offered at TVCS. The Board will determine if there is a need for internal services.

Students enrolling with an active IEP will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their

parent(s) or the parent's representative when exercising dual-enrollment opportunities.

Limited English Proficiency (LEP)

Identification. TVCS uses the federal definition of Limited English Proficiency as defined in Title III and IX of the Elementary and Secondary Education Act. Idaho LEP program guidance will be used to support the needs of students who are *English Language Learners* (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The "Woodcock Munoz" test or a similar test will be used to assess ELL progress throughout the school.

- Registration cards include the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested with an English language proficiency test.
- If the student tests less than proficient on the English language proficiency test, a letter will go home to the student's parents indicating that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of "high quality language instruction."
- Those students placed in a program can be counted for state and Federal funding purposes.

Services and Instructional Methods. Students who are identified as eligible for the LEP program will participate in an LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as needed. LEP services may be provided on-site or contracted out as needed.

Curriculum. Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol, or similar technique, and other LEP instructional approaches. *Educational Learning Plans* (ELP) will be developed to support students identified as ELLs. TVCS will hire and/or contract with teachers certified in Bilingual Education to oversee and develop ELPs for students, as needed. TVCS emphasizes the study of a second language and use of technology; ELLs will be well supported to access the general curriculum.

Assessment. The "Woodcock Munoz" test, or a similar test, may be used to monitor and document student growth in both content areas and English language development. Students who meet state recommended levels of proficiency are exited from the LEP program.

Evaluation. The program is evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program is based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

H. Dual Enrollment *I.C. § 33-203(7) & 33-5205(3)(s)*

Dual Enrollment is an option for all students as provided for in *Idaho Code § 33-203*.

Tab 4

I. Measurable Student Standards *I.C. § 33-5205(3)(b)*

The Village Charter School strives to move all students toward highest proficiency levels on all standardized measures. The following educational standards will be met:

- 80% of kindergarten, 1st and 2nd grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve a score of three (3) on the Spring IRI. By the end of 3rd grade 85% of students will receive a score of three (3) on the Spring IRI.
- 80% of 3rd through 8th grade students attending TVCS, who have at least 90% attendance in a given _school calendar year, will achieve proficient or advanced on the reading, math and language ISAT.
- All Students are assessed at least every nine weeks in the core areas of reading, writing, math and spelling using the LLM assessments. The results are measured using the appropriate rubric, and included with the report card. Teachers keep a record of student progress that follows the student through succeeding grades. Each student's work reflects acquired, integrated, extended, refined, and meaningful utilization of knowledge.
- Students show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to, work ethic, honesty, showing initiative, taking and accepting responsibility, and self-confidence.

A student baseline is established during the first year of testing and is evaluated each year thereafter. That baseline may include, but is not limited to, results from the State and Federal mandated tests. If any of these goals are not met, TVCS will re-examine its instructional practices and make appropriate improvements.

A. Standardized Tests *I.C. § 33-5205(3)(c)&(d)*

Students at The Village Charter School are tested with the same standardized tests as other Idaho public school students. TVCS will give State-mandated assessments during the testing windows outlined by the State Department of Education.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Evaluation of student assessment is reported annually, and consists of:

a. a student baseline developed during the first year using testing results;
b. a comparison of annual results with baseline scores to assess progress;
c. grade-level and school composite scores;
d. a graph of annual results showing changes from year-to-year;
e. a graph of school scores relative to state and national averages; and
f. sub-analysis of a variety of variables to identify areas for improvement.

B. Accreditation *I.C. § 33-5205(3)(e) & IDAPA 08.02.02.140*

The Village Charter School's curriculum meets or exceeds Idaho's State Standards. TVCS will comply with all accreditations standards and procedures of the State of Idaho and obtain accreditation in accordance with *Idaho Code § 33-119 ~~33-1612~~*. The Board chooses an accreditation committee that works with the Principal and the Board to choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal ensures that the school meets the Elements of Thoroughness and submits annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary/Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

C. Improvement Planning

The Village Charter School meets or exceeds the minimum requirements set by the State Board of Education and the *No Child Left Behind Act* (NCLB) to ensure that its students are taught by highly qualified teachers. At TVCS student achievement is a top priority. Through the *Limitless Learning Method,* TVCS continually assesses student's learning needs and achievements as well as the success of teaching methods. If goals are not being met or exceeded, the Principal and the Board will assess the situation and find a solution to improve testing scores.

In the event that TVCS does not make *Adequate Yearly Progress* (AYP) as outlined in the NCLB, a team comprised of the Principal, Board, and any additional inside/outside technical assistance needed, will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including, but not limited to, curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

Tab 5

I. Governance Structure

A. The Village Charter School, Inc. *I.C. § 33-5205(3)(f)*

The Village Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Articles of Incorporation for The Village Charter School, Inc. were filed with the Secretary of the State of Idaho August 21, 2009. Articles of Amendment were filed with the Secretary of the State of Idaho November 3, 2009. The SS-4, Application for Employer Identification Number, was submitted August 11, 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

Organizing Group

Founders

A "Founder," is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution are determined by the Board and are listed in the Founders' Policy. Once a "Founder" meets all the requirements of a material contribution as determined by the Board, founder status cannot be revoked. If a founder leaves TVCS for any reason, they may return and receive founder's preference in the lottery. A founder may only exercise voting rights when they have a student enrolled at the school.

Initial Organizing Group

Jani Knox	Former Executive Recruiter; School and Church Leadership Volunteer, BS in Interpersonal Communication – University of Utah
Rachael Smith	Former Retail Management, Church Leadership and School Volunteer
Julie Anderson	Christian Seminary Studies Student, School and Church Volunteer
Shanna Liles	Whole School Interventionist, Thomas Jefferson Charter School; BS of Science in Elementary – University of Idaho, Masters of Curriculum – Boise State University, currently working towards EdD at Northwest Nazarene University
Richard Anderson	Banker and Financial Analyst with Idaho Trust Bank in Boise; BBA in Finance with minor in Accountancy – Boise State University; President of Southminster United Presbyterian Church of Boise, Idaho, Inc.; and chairman of the Stewardship and Finance Committee thereof
Lealan Miller	CPA, Board Member and Partner with Eide Bailly in Boise; BBA – Idaho State University & Masters in Accounting – California State University; Local and National Board Member for Association of Government Accountants, Past Treasurer and Board Member of Idaho Society of

CPAs, Richard McKenna Charter School and Opera Idaho.

Consultant

Chris Yorgason	Legal - Manager/Attorney, Capital Development, Inc.; BS in Finance with an International Emphasis; second major in Political Science and JD - BYU, J. Reuben Clark Law School

Founding Advisory Board

The initial organizing group for The Village Charter School comprises several committees that make up the *Founding Advisory Board* (FAB). The FAB has written the petition and elects the initial Board. The Board recruits candidates for the position of school principal, and establishes a preliminary operating budget. Following the election of the Board, the function of the FAB is to serve as a data-gathering resource and to provide input and advice to the Board. TVCS reserves the right to recruit qualified FAB members to fill staff positions as needed.

Board of Directors

Initial Formation

The Board will serve as the public agents who govern The Village Charter School. There will be approximately five to seven (5 to 7) members on the Board. During the first two (2) years of operation, the Board shall be comprised of at least five (5) Directors appointed and nominated by the organizing members and founders of TVCS.

A State of Idaho criminal background check on the Chair of the Board is required, according to the Bylaws of the Corporation.

Selection and Replacement

Election and appointments of Board members are staggered and held according to the Bylaws of the Corporation.

Powers and Limitations

The Village Charter School is a legally and operationally independent entity established by the nonprofit corporation's Board. The Board is legally accountable for the operation of the charter school. TVCS acknowledges that upon approval of the petition and the contract, the Board members are public agents required by the Commission to control the charter school. The Board commits to compliance with all federal and state laws and rules, and acknowledges that the responsibility for identifying essential laws and regulations, and complying with them, lies with the Board, not the Commission. TVCS may not extend the faith and credit of the Commission to any third person or entity. TVCS may not contractually bind the Commission with any third party. TVCS commits to keeping complete and accurate board meeting minutes and to making them available to the public.

The Board shall have the full power and duty to manage and oversee the operation of the Corporation's business. The Board responsibilities include but are not limited to:

- aiding in the business operations of the school including the procurement of funding
- monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act
- holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public
- meeting as necessary, with one meeting serving as the annual meeting of the corporation
- approve the selection of the Principal, who may not be one of its members, according to the bylaws of TVCS
- fiduciary responsibilities
- hearing and approving or disapproving the recommendations of the Principal with respect to changes in staffing, program, budget, curriculum, or instructional methods
- adjudicating disagreements between parents and the administration when necessary

Relationship between Board and Administration of TVCS

The Village Charter School recognizes the Principal as the key leader responsible for implementing institutional procedures and policies. In conjunction with the Board, the Principal is responsible for meeting the school's vision, mission and core values as described in the authorized charter. The Principal is accountable to the Board and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Principal.

The Board anticipates contracting with a Principal prior to the opening of school to assist in purchasing, recommending teacher applicants to the Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Principal is included below:

Responsibilities:

a. establish and maintain a coordinated and challenging curriculum that effectively implements the school's vision, mission and core values
b. supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results
c. implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures
d. maintain written documentation in relation to disciplinary actions, human resource concerns, and any other issues as necessary
e. ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous
f. interact and intercede for the needs of staff and/or students as needed
g. report to the Board as required regarding:
    - coordination with the Commission

- staff communications
- meeting coordination
- parent interactions
- staff information reviews

b. attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, and/or legal training sessions
c. ensure that all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate
d. ensure all staff receive initial and ongoing training in the *ACE Approach* and *Limitless Learning Method,* as needed
e. monitor the progress, consistency, and implementation of ACE & the LLM
f. perform other duties as assigned by the Board

Upon hire, the Principal's performance will be evaluated at least annually. Evaluation may be conducted more frequently by the Board, based on mutually agreed-upon criteria.

The Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Principal and school employees. The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation among other areas as directed by the Board.

Standing Committees and Ancillary Support Personnel

Standing committees are formed in accordance with the Bylaws of the Corporation. These committees include, but are not limited to, Parent-Teacher Organization, a fundraising committee, and the like.

The Board recognizes an official PTO. Faculty members and elected parents operate the PTO according to school policy.

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

B. Parental Involvement *I.C. § 33-5205(3)(f)*

The Board and PTO may provide consultation to the Principal regarding ongoing plans for The Village Charter School. TVCS is committed to ensuring that parents of students who attend TVCS are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, strengths and limitations, which is essential for the continuing educational development of their children. The process to ensure parental involvement includes, but is not limited to the following items:

a. Parents receive a student/parent handbook that includes a Leadership Program summary as each year begins.
b. Parents fill out a volunteer interest survey form at registration and a volunteer availability

form at the beginning of each year.

c. Parents fill out an in-depth profile of each child upon initial registration that may be updated as needed.
d. Parents are expected to attend two (2) parent teacher conferences per year.
e. Parents are asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
f. Parents are highly encouraged to be involved in the PTO and to volunteer at some capacity to help with school projects, programs, committees, and to work with students.
g. Parents are highly encouraged and welcomed to volunteer in their children's classrooms.
h. Parents are highly encouraged to provide an appropriate learning environment at home for study.
i. Parents are highly encouraged to communicate regularly with the school, in turn; the school and the PTO will regularly communicate with the parents.
j. Parents are highly encouraged to attend school events, curriculum workshops, *Leadership* classes offered through the school, and monthly board meetings.

C. Annual Audit of Financial & Programmatic Operations *I.C. § 33-5205(3)(l)*

The Village Charter School will conduct annual Financial and Programmatic Operations Audits in accordance with the Commission policy and Idaho Administrative Rule.

Tab 6

I. Employee Qualifications *I.C. § 33-130 & 33-5205(3)(g)*

The Village Charter School's full-time staff meets or exceeds qualifications required by state law. Staff members are required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, core values, and expectations of TVCS as outlined within this petition. The Principal makes recommendations to the Board for approval of instructional staff.

TVCS reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, TVCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

Professional Opportunities

The Village Charter School environment provides opportunities for staff to collaborate with other faculty members to align subject areas. The Principal determines in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days are held as often as necessary prior to the first day of school and throughout the school year, as determined by the Principal.

Additional Staff Development

The staff participates in regular collaboration meetings and ongoing trainings. Additionally, all employees attend *ACE Approach* training that may take place semi-annually for the first two years of operation and annually each year thereafter. A qualified ACE consultant is selected by the Principal, with the approval of the Board, using the criteria developed by TVCS organizing members. He or she is responsible for implementation and ongoing training for TVCS employees.

Background Checks and Fingerprinting

All employees, including classified employees, shall undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card is submitted to the Office of Certification at the State Department of Education and one is kept in the individual's personnel file.

Teacher Certification

A copy of the certificates for all certified teachers/staff members is kept on file at The Village Charter School and will be provided upon request.

Targeted Staff Size

Initially, The Village Charter School employs one teacher per class at the elementary level and secondary level. There are additional teachers for music, physical education, science, and foreign language as the budget permits. Education assistants are utilized in classes as needed.

Estimated Staff

11 Full Time Employees (FTE) in Year 1:

- First Grade 1 FTE
- Second grade 1 FTE
- Third Grade 1 FTE
- Fourth Grade 1 FTE
- Fifth Grade 1 FTE
- Sixth Grade 1 FTE
- Seventh Grade 1 FTE
- Eight Grade 1 FTE
- Administrator 1 FTE
- Office Staff 1 FTE
- Special Education 1 FTE

13.5 Part Time Employees in Year 1:

- Kindergarten .5 FTE
- Spanish .25 FTE
- Physical Education .25 FTE
- Music .25 FTE
- Science .25 FTE
- Instructional Aids 8.5 -.5 FTE

A. Health and Safety *I.C. § 33-5205(3)(h)*

The Village Charter School adopts policies and provides a facility that meets all required city, state, and federal standards for public schools including; health, accessibility, safety, fire, and building codes, that may include, but not limited to, the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools.
- Fire and evacuation drills are conducted, as required.
- Maps illustrating fire exit routes are posted near the exit in every room.
- All students are required to have proof of immunization or have a written parental waiver and have a birth certificate, or other Board approved identification, before being enrolled at TVCS.
- All visitors and volunteers are required to sign in at the office and to wear a visitor's pass.
- Student check out during the school day requires the person picking up the child to sign the child out at the office and may require that person to produce appropriate photo identification.
- All state rules and regulations for student safety are followed.
- All staff will be trained in universal medical and health precautions.
- A health/nurse room is furnished and supplied adequately for the number of students in the school, eventually a certified nurse may be hired.
- Health records highlighting chronic issues are held on each student and made available in emergencies.
- Emergency contact numbers are maintained on all students.

- All employees are screened in compliance with *Idaho Code § 33-130*.
- Policies are incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts that, at a minimum, address the above and the following items:
  - policies and procedures for response to natural disasters and emergencies, including fires and bomb threats
  - policies relating to preventing contact with blood-borne pathogens
  - a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training
  - policies relating to the administration of prescription drugs and other medicine
  - policies establishing that the school functions as a gun-free, drug-free, alcohol free and tobacco-free workplace
  - policies regarding use/possession of illegal substances

B. Employee Benefits *I.C. § 33-5205(3)(n)*

All employees participate in the following programs and benefits: group health insurance, sick leave benefits, *Public Employee Retirement System of Idaho* (PERSI), Federal Social Security, Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

C. Transfer Rights *I.C. § 33-5205(3)(p)*

Employees of The Village Charter School are not employees of the Boise School District. They are not be eligible for an in-district transfer to another school within the Boise School District. They may apply to teach in any school district.

Experience

Certified teachers at The Village Charter School are public school teachers. Each year of service at TVCS counts as one-year experience on the State indexing scale.

D. Collective Bargaining *I.C. § 33-5205(3)(q)*

The Village Charter School's staff and employees are a separate unit for purposes of collective bargaining.

E. Written Contract *I.C. § 33-5206(4)*

All teachers and administrators are on a written contract with The Village Charter School, Inc., as approved by the State Superintendent of Public Instruction. All employees undergo an annual performance review.

Tab 7

I. Admission Procedures *I.C. § 33-5205(3)(k)*

A. Enrollment Opportunities *I.C. § 33-5205(3)(t)*

Every effort is made to notify the public of enrollment opportunities at The Village Charter School, by taking the following steps:

a. TVCS takes into consideration language demographics of the attendance area and disseminate information accordingly.
b. At least three (3) months prior to the enrollment deadline each year, enrollment information is posted in highly visible and prominent locations within the attendance area.
c. TVCS ensures the dissemination of press release or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area.
d. TVCS ensures that such announcements are broadcast or published by such media outlets on no less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year.
e. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, familial status, social or economic status, or special needs.

These efforts may also include, but are not limited to, web page updates, announcements through social networking sites, advertising at community centers (e.g., library), school informational meetings, announcements at other public schools, and/or notifications sent home with students.

Enrollment Deadline

Each year, the Board will establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend TVCS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

The application process prior to the enrollment deadline is as follows:

a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k)*.
c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
    - The written request for admission must be submitted to, and received by, TVCS on or before the enrollment deadline.
    - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
d. If the initial capacity of TVCS is insufficient to enroll all prospective students, a lottery shall be

utilized to determine which prospective students will be admitted to TVCS.

e. Only written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TVCS shall be permitted in the lottery.

Once the enrollment deadline has passed, the process for filling a grade that has openings after the lottery is as follows:

a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k).*
c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
    - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
d. Written requests for admission received after the established enrollment deadline are served on a first-come, first-served basis and added to the bottom of the final selection list for the appropriate grade.
e. A sibling of any student, whose application is received after the enrollment deadline, must have his or her name placed at to the bottom of the sibling list.

Admission Preference for Initial Enrollment *I.C. § 33-5205(3)(k)*

If the initial capacity of The Village Charter School is insufficient to enroll all prospective students, a lottery, following *Idaho Code § 33-5025(3)(k),* will be utilized to determine which prospective students will be admitted to TVCS. The selection process in regard to admission preferences shall be as follows:

a. First preference is given to the children of founders who are listed on the Founder Priority List, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial enrollment capacity of TVCS.
b. Second preference is given to siblings of students already selected by the lottery.
c. Third preference is given to prospective students who reside in the primary attendance area of TVCS.
d. Fourth preference is given to prospective students who reside outside of the primary attendance area of TVCS.

Admission Preferences for Subsequent Enrollment Periods

The selection process in regard to admission preferences shall be as follows:

a. First preference is given to students returning to TVCS in any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.
b. Second preference is given to the children of founders, who are listed on the Founder Priority

List, and the children of full-time employees, provided that this admission preference shall be limited to not more than 10 percent (10%) of enrollment capacity.

c. Third preference is given to siblings of students already enrolled in TVCS.
d. Fourth preference is given to prospective students residing in the primary attendance area of TVCS.
e. Fifth preference is given to prospective students residing outside the primary attendance area of TVCS.

Enrollment Procedures

The following procedures will be carried out in accordance with the *Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.02.04*:

a. Proposed Attendance List for Lottery
b. Equitable Selection Process
c. Final Selection List
d. Notification and Acceptance Process
e. Subsequent School Years

Enrollment Projections

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the intent to expand to grade twelve in the future. Expansion will be at the discretion of the Board, and the Commission as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to have a maximum enrollment of 25 students in kindergarten and first grade, 30 students in second and third grade, and 33 students in all other grades. The maximum year 1 enrollment of TVCS is 275 students. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

Please refer to Appendix H—Prospective Student List.

B. Discipline Procedures *I.C. § 33-5205(3)(m)*

The Village Charter School is committed to providing a safe learning environment. Student expectations for appropriate student behavior are high and are communicated to both students and parents through the student handbook and upon enrollment. In accordance with *I.C. § 33-5205(3)(i),* students may be denied attendance to the charter school for any of the following reasons:

- being a habitual truant
- being deemed incorrigible by the Principal
- being deemed by the Board to be disruptive to the school for disciplinary reasons
- being detrimental to the health and/or safety of other students

In addition, students who attend TVCS after being expelled from another district may be placed on probation for one (1) year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, written letters, and in person during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Principal or to the Board for further discussion and appropriate action. The steps that are followed to address these concerns are described below. If a student is under the influence of alcohol or controlled substances during or after school hours on school grounds, TVCS will follow the procedures required by *Idaho Code § 33-210*.

TVCS will assemble a student handbook following state law and due process that outlines a Code of Conduct including expectations and consequences for unacceptable behaviors. Discipline is handled on a case-by-case basis, taking into account the unique circumstances of each instance of unacceptable behavior. The following steps provide guidelines for establishing the consequences for unacceptable behavior. The Board may choose to implement any of these steps, or additional steps, as it deems appropriate. The Board is not required to proceed through every step before considering suspension or expulsion.

Step 1: Parent/Guardian Incident Notification Procedure (written and/or verbal)
Step 2: Principal Intervention.
Step 3: Suspension with parental notification – three (3) days; re-admission after a conference with student, parents, and Principal.
Step 4: Suspension with parental notification – five (5) days; re-admission after a hearing within five (5) school days with the Board.
Step 5: Expulsion until the next calendar break/semester/rest of year. The Board may deny enrollment, or may deny attendance by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

Provided however, the Board may expel from school for a period of not less than one (1) year (twelve (12) calendar months) or may deny enrollment to, any student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the Board may modify the expulsion or denial of enrollment order on a case-by-case basis.

Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the IDEA and Section 504. An authorized representative of the Board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board. This notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and

submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Board or the Principal may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. Provided that, on a finding by the Board, immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Board or Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school, by the Board or Principal who suspended him, upon such reasonable conditions as said Board or Principal may prescribe. The Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process in accordance with *Idaho Code § 33-205*.

C. Alcohol or Controlled Substance Use *I.C. § 33-210*

Please refer to Tab 10, Policies.

D. Public School Attendance Alternative *I.C. § 33-5205(3)(o)*

Because The Village Charter School is a new entity and not a conversion of an existing school, the attendance alternative is the same as for those presently residing within the Boise School District and Joint District #2. Students located within the attendance area of TVCS have the option to enroll in existing non-charter public schools presently serving the area. Enrollment is not mandated based upon residential proximity to TVCS, but through parental choice and equitable selection.

E. Denial of School Attendance *I.C. § 33-205 & 33-5205(3)(i)*

The Board shall have the right to expel or deny enrollment to any student, determine the re-admission of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by *Idaho Code § 33-205*.

F. Student Handbook

The Village Charter School Handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. Contents may include but are not limited to:

- Message from the principal
- School philosophy
- ACE Approach
- School academic goals
- Staff and Board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Weapons and threats
- Drug Free School Policy
- Referral Policy
- Search & seizure Policy
- Elementary Disciplinary Procedure
- Secondary Discipline Procedure
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Special services
- Special Education Services
- Other Special Needs Services
- Dual Enrollment
- Complaint Process
- Communication Plan
- Dispute Resolution
- Grading, Homework, Promotion & Retention
- Student Activities
- Student Fees
- Parent Teacher Organization
- Report cards
- Students leaving school grounds
- Dress Code
- Technology, Cell Phone, Electronic Device & Internet Use Draft Policy
- Handbook Acknowledgement

At the beginning of each school year, the Principal is responsible for developing and updating the student handbook and will determine the procedure for ensuring that each student's parents/guardians have access to this handbook.

Please refer to Appendix I— Draft Student Handbook.

Tab 8

I. Business Plan

A. Business Description

The Village Charter School is organized exclusively for educational purposes within the meaning of IRS Section 501(c)3 of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, The Village Charter School 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 corresponding provision of any future United States Internal Revenue Law), 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 provision of any future United States Internal Revenue Law). The Village Charter School was established as an entity in August 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

B. Recruitment and Marketing Plan

The Village Charter School seeks to create a diverse social balance. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for TVCS includes all current requirements as stated in *Idaho Code § 33-5205*. TVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. TVCS may recruit students for enrollment by, but not limited to, the following:

- utilizing a special committee who is responsible for advertising to high, mid, and low socio-economic status families, students with various cultural backgrounds, and special needs students in the attendance area and informing them of enrollment opportunities.
- utilizing the school website, as well as social networking tools
- sending direct mailings and fliers targeting primary attendance area households
- posting advertising materials in prominent locations within the Districts
- accommodating students on other charter school waiting lists; initially the lottery may be drawn as late as April
- utilizing the media through press releases and articles
- word-of-mouth referrals
- developing a multimedia advertisement campaign

The primary attendance area for TVCS encompasses the following area within the boundaries of the Boise School District:

a. Boise School District boundaries on the west and south.
b. north and east boundaries are as follows:

    - Start at the corner of Fairview and the BSD boundaries on the west,
    - Go east on West Fairview Avenue,
    - Turn south on North Orchard Street,

- Turn east on Emerald Street,
- Turn south on South Latah Street,
- Turn east on Crescent Rim Drive,
- Turn east onto South Federal Way,
- Where South Federal Way crosses Broadway Avenue, stop,
- Begin south on Broadway Avenue,
- Turn west onto Interstate 84,
- Turn south on South Orchard Street,
- Turn south on Pleasant Valley Road, and
- Where Pleasant Valley Road and the BSD boundaries meet, stop.

The boundaries within BSD shall include both sides of the listed streets. Residences that reside on any property in BSD that directly touches our boundary shall be considered within the boundary for TVCS.

The primary attendance area also encompasses the following are within the boundaries of Joint School District #2:

a. Joint School District #2 boundaries on the east and south.
north and west boundaries are as follows:

- Interstate 84 on the north, encompassing the south side of Interstate 84.
- South Eagle Road on the west side, encompassing the east side of South Eagle Road.

The primary attendance area for TVCS is compact and contiguous as required by law.

C. Resumes of Directors

Please refer to Appendix J— Resumes of Directors.

D. Management Plan

Day to Day Operations

The Principal of The Village Charter School determines the day-to-day operations of the school. The Board will have oversight authority.

TVCS plans to open in August of 2011. Grade organization will generally consist of traditional single-grade classrooms with 25-33 students per class. The Principal, in consultation with the Board, will establish the school calendar, schedule, and hours of operation based upon a modified schedule and the State requirements. The modified school calendar for TVCS includes a four-day school week, a week break during the early fall, and a two-week Spring Break. School hours may be staggered for middle grades to begin earlier than elementary. The school's starting and ending times may also be dependent on busing availability. The schedule will be finalized prior to the lottery and supplied to the Commission. The instructional arrangements will also be reviewed on an annual basis and may be changed, as necessary.

Budget

The budget is prepared in compliance with *Idaho Code § 33-801* and policy of the State Board of Education. It will be presented at a public hearing in June of the year the school will open and be delivered to the State Department of Education as required on or before July 15th prior to the beginning of the school year. The budget will be prepared, approved and filed using the *Idaho Financial Accounting Reporting Management System* (IFARMS) format.

E. Start Up Budget

Income Sources

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. The Village Charter School has received a $50,000 Pre-Charter Vision Planning Grant.

Please refer to Appendix K—Grant Award Letter.

Working Capital and Assets

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

Fundraising

A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. TVCS has not included any fundraising money in our budget.

Title I

If The Village Charter School qualifies for Title I funding, we will meet requirements for Title I to offer more services to its students, as resources allow. Title I funding has not been included in the current budget.

Expenditures

Expenditures are handled as described in the following sections.

Purchasing Process

Until alternate arrangements are made, the Principal determines procedures for procuring goods and services, with approval of the Board. Purchasing procedure is in compliance with *Idaho Code § 33-601.*

Financial Management

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

responsible for financial management.

Bonding

Documentation of bonding of all personnel involved in the school's financial operations will be kept on file at the school.

F. Inspection Reports

The Village Charter School will provide certification to the Commission that the facilities meet all requirements for food, health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. TVCS also will provide regular inspections of the facilities for food, health, safety, and fire compliance and provide copies of those reports to the Commission and other entities as required.

G. Clerical Services

School Records & Reporting

The Village Charter School's Principal determines how the school will maintain school records and required information consistent with state and federal guidelines. TVCS follows similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. TVCS complies with all Internal Revenue Service regulations and reporting requirements.

Additional Personnel

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process.

H. Transportation *I.C. § 33-5205(3)(u) & 33-5208(4)*

Transportation may be provided to students residing within the primary attendance area, using selected pick-up and drop-off locations, as finances allow. Additionally, transportation is provided for any special needs student enrolled at TVCS who may, because of the nature of his or her disabilities, be entitled to specialized transportation as a related service, and as required by an IEP. Transportation will not be provided to any student living within a 1.5-mile radius of the school, unless required by an IEP. Currently, TVCS is in the process of complying with *Idaho Code § 33-402(g) & 33-1501.*

Please refer to Appendix L—Transportation.

I. Food Service & Nutrition

Once a suitable lunch preparation area is available, as funding and facilities allow, TVCS plans to implement an in-house school lunch program. Additional methods of food delivery are currently

being explored, and consideration is being given to:

- contracting with a neighboring public school, in cooperation with the District
- contracting catered meals with a local Nutrition Program Sponsor
- utilizing the Special Milk Program for Children
- contracting with a local restaurant or catering service to bring meals into the school
- purchasing pre-packaged foods
- training staff member(s) to manage the program, transport food, serve food, and/or clean dishes
- utilizing parent volunteer(s) to assist with the program

As finances allow, lunch will be provided to all students at a cost; the cost will be reduced or waived for eligible students. Lunch eligibility forms will be made available to all students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. The lunch program provides a lunch that meets or exceeds minimum daily requirements as determined by the appropriate authorities.

Additional funding for the Nutritional Program may include:

- collaborating with the PTO to raise funds for any necessary serving equipment, paper goods, cleaning supplies, and/or serving utensils
- purchasing milk locally and receiving applicable government reimbursement. Students may be charged a minimal fee to offset the cost vs. reimbursement
- pursuing applicable grants

The Principal will establish policies, consistent with State and Federal guidelines, for verification reporting, record keeping, meal-count tracking and reporting, and governmental reimbursement before the implementation of any such program, and submit a proposal to the Board for approval.

TVCS will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such program which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

Please refer to Appendix M—Food Service.

II. Start-up Budget with Assumptions form

Please refer to Appendix N—Start-Up Budget & Budget Assumptions.

III. Three Year Operating Budget

Please refer to Appendix O— 3 Year Operating Budget Form.

IV. First Year Month by Month Cash Flow

Please refer to Appendix P— First Year Month by Month Cash Flow Form.

Tab 9

I. Virtual Charter School

The Village Charter School is not a virtual school.

Tab 10

A. Business Arrangements, Partnerships, and Lease Agreements

TVCS is actively engaged in conversations with several entities regarding partnerships. Several facilities are being considered however, TVCS will not enter a lease agreement until the charter is approved and the timing is appropriate. TVCS is actively seeking bids for transportation and food services. These services may be contracted, however TVCS will not enter into any agreements until the timing is appropriate and finances allow for such services. Special education services may be contracted to meet the needs of students as listed on the IEP; TVCS will not plan to enter into an agreement until services are needed and the timing is appropriate. TVCS is planning to contract legal and accounting services, however is not going to enter into an agreement until the charter is approved and the timing is appropriate.

The curriculum for TVCS will be compiled with the assistance of the Board, Principal staff members, and other qualified professionals, as needed. TVCS may contract services as needed, however is will not enter into an agreement until the charter is approved and the timing is appropriate. TVCS intends to use Federal Charter Planning Grants to help fund this effort. The curriculum will meet or exceed Idaho State Standards and be aligned with the charter petition.

TVCS also intends to contract for professional development and is actively engaged in conversations with qualified individuals and professionals to provide such services. TVCS will not enter into an agreement until the charter is approved and the timing is appropriate.

A list of all contracts identifying the party with whom TVCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Commission as required.

B. Additional Information

Amending the Charter

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of The Village Charter School Board of Directors and the Commission.

Proof of Attendance at the Petitioner's Workshop

On October 5, 2009, four (4) organizing members attended the Petitioner's Charterstart! 101 Workshop. On February 26, 2010 two (2) additional members attended.

Please refer to Appendix Q— Proof of Attendance at Petitioner's Workshop.

Policies and Procedures

See the attached policies and procedures regarding attendance, alcohol and controlled substance use, and computer use for The Village Charter School. These policies will be considered to be in draft form until the principal is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Boise School District Board policy will become the default policy.

C. Termination of the Charter *I.C. § 33-5205(3)(v)*

In cases of termination or non-renewal, the Board is responsible for the dissolution of the business and affairs of the school. The Village Charter School will fully cooperate with the Commission for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. TVCS will accommodate student record requests from schools for up to one year after dissolution. Upon dissolution of TVCS, remaining assets will be distributed to the Idaho Public Charter School Commission.

Policies

Attendance Draft Policy

Each student's daily contribution is essential to his or her individual success and the overall success at The Village Charter School. Attendance and punctuality are necessary, and the student should plan on attending school every day that classes are scheduled.

Tardies. A student is tardy if he or she is not in the assigned classroom when the class is scheduled to begin.

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

Make-up Work. Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

Truancy. Any absence from classes without the approval of the parents/guardians or school authorities is considered truancy.

- First truancy: A conference is held between the school principal and the student. The parents are notified. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Second truancy: A conference is held with the student, parent, and school principal. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Third truancy: A conference is held with the student, parent, and school principal. The student may be referred to the Appeals Board for considerations and action.

Attendance Requirement. A student may not miss more than nine (9) days a semester, or the number of absences permitted by the SDE, whichever is fewer. Absence from class for any reason, including family convenience, will be counted when the percentage of attendance and eligibility for promotion is being considered.

Notification of Absences and Discipline. Parents/guardians are notified on the school report cards, during conferences and via phone calls about absences. Notice of the eighth absence will inform the parents/guardians that if future absences occur, the school principal may deny promotion to the next grade or refer the parents/guardians to the Board for further discussion and appropriate action, which may include loss of credit or dismissal from the school.

Grounds for an Appeal. Those parents who have valid reasons to believe that all or part of their child's absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments. Any physician's statements or appropriate verification of absence should be provided.

Attendance Appeal Process. If parents/guardians wish to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

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

Draft Alcohol & Controlled Substance Policy

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, The Village Charter School is committed to the ideal of having a drug-free student environment. It is the intent of TVCS that programs and activities be planned and carried out by professional staff who enable the school to achieve this goal.

The primary focus of the program is educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program is aimed to assist students in making appropriate choices regarding lifestyles, behaviors, and substances. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors and choices. TVCS believes that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure.

Referral Policy

The Village Charter School provides training for staff to identify drug, alcohol, and mood-altering substance use. When staff members have reasonable doubt that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, they report it to the administrator or initiate procedures. All procedures are to be performed with discretion and documented. Refusal to submit to a request to any of the procedures may result in disciplinary action.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors, including but not limited to:

- chronic attendance problems, sleeping in class, drop in grades
- erratic behavior, inappropriate comments, defiance or disrespect toward authority
- smell of alcohol or other mood-altering substances
- possession of alcoholic beverages, drugs or drug paraphernalia
- motor coordination problems, impaired speech, impaired coordination
- other recognizable characteristics unusual for the particular student

Enforcement Procedures

Any student exhibiting behavior that suggests reasonable cause of using or being under the influence of controlled substances is immediately escorted by an employee to the administrative office for interview and observation. Except in the case of an emergency, the student is not to be left unattended and is not allowed to leave the school premises. If a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using, or under the influence of, a controlled substance, the following procedures is as follows:

- The principal and/or any other employee having observed the student's behavior will document his or her observations of the student. A copy will be placed in the student's discipline record.

- Parents/guardians will be notified.
- Law enforcement will be notified. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements/documentation regarding the relevant events.
- Suspension/Expulsion: Students who violate this policy will automatically be suspended by the principal. The principal will determine whether or not the suspension will be served in school or out of school. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. Suspension may be modified if the student participates in, and follows, the recommendations of an assessment by a certified drug/alcohol agency. The time period for suspension for the second or third offense will be determined at the discretion of the principal and/or Board. If deemed appropriate by the principal, he or she may request that the Board expel a student who has violated this policy for a second or third offense.

When a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, anonymity will be provided to the student on a faculty "need to know" basis, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents or the legal guardian, Idaho Code § 33-210.

Search and Seizure Philosophy

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of TVCS is under the direct jurisdiction and exclusive control of the Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student/parent consent, and without a search warrant.

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. The principal or designee may seize any evidence of a violation of the law or this policy. Students are expected to assume full responsibility for the security of personal property.

Search procedures are as follows:

- Principal to authorize search
- no less than two staff members conduct a search
- parents to be notified of search and findings

This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes. If two staff members are not available, prior to leaving town, the principal will determine an eligible adult to assist with the search.

Elementary Disciplinary Procedure (Grades K-5)

First Offense for Use or Possession

Parent or guardian will be contacted.
Law Enforcement Agency may be contacted.
Student will be suspended for three to five (3-5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

Child Protection Services (CPS) may be contacted.

Second Offense for Use or Possession

a. Parent or guardian will be contacted.
b. Law Enforcement Agency may be contacted
c. Board may be petitioned for expulsion of student.
d. CPS may be contacted.

Third Offense for Use or Possession

a. Parent or guardian will be contacted.
b. Law Enforcement Agency will be contacted.
c. The student will be suspended and the Board will be petitioned for expulsion of the student.
d. CPS may be contacted.

First Offense for Selling or Delivering

a. Parent or Guardian will be contacted.
b. Law Enforcement Agency will be contacted.
c. The student will be suspended and the Board will be petitioned for expulsion of the student.
d. CPS may be contacted.

Secondary Disciplinary Procedure (Grades 6 and up)

First Offense for Use or Possession

Parent or guardian will be contacted.
Law Enforcement Agency may be contacted
Student will be suspended for five (5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

CPS may be contacted.

Second Offense for Use or Possession

a. Parent or guardian will be contacted.
Law Enforcement Agency may be contacted.
Board may be petitioned for expulsion of the student.
CPS may be contacted.

Third Offense for Use or Possession

a. Parent or guardian will be contacted.
Law Enforcement Agency will be contacted.
The student will be suspended and the Board will be petitioned for expulsion.
CPS may be contacted.

First Offense for Selling and/or Delivering Alcohol or Drugs

a. Parent or guardian will be contacted.
Law Enforcement Agency will be contacted.
The student will be suspended and the Board will be petitioned for expulsion.
CPS may be contacted.

Technology Use Draft Policy

A public phone is available for students' use during school hours for urgent purposes. Parents are expected to communicate messages through the front office. Students will be permitted to have mobile phones at the school at their own risk with the understanding that mobile phones are to be turned off and not permitted in the classroom during school hours including, but not limited to recess, lunch, and breaks. Mobile phones will be confiscated according to the confiscated device policy. A mobile phone agreement will be signed by parents and students and is found in the student handbook. **TVCS is not responsible for broken, damaged or stolen goods.**

Electronic Device Policy

1. Electronic gaming devices are not allowed on school property and will be confiscated if seen.
2. The use of USB flash drives is not necessary or required, but is permitted for school purposes only such as saving an assignment or bringing an assignment from home. Any USB flash drive is the sole responsibility of the student and can be used at his or her own risk. If a student is downloading or uploading any information that is considered inappropriate, the item will be confiscated according the Confiscated Device Policy.
3. Electronic devices, including, but not limited to, mp3 players and digital cameras should not be brought to school unless needed for a specific purpose such as a class presentation. If students feel it will be necessary, they must get the approval of their teacher prior to the day they plan to bring the item to school. If they have not gained prior permission, any use of item will not be permitted and may be confiscated according to the Confiscated Device Policy. Should a student choose to bring an electronic device to school, it will be at his or her own risk, and the device must remain out of sight until the time previously agreed upon by the teacher.

Confiscated Device Policy

1. Once an item is confiscated, a note, phone call, or email will be sent home to parents explaining how the item can be retrieved. All confiscated items may be picked up by a parent/guardian during normal office hours. If a parent is unable to come to the office, other arrangements will be made.
2. The second time the same item is confiscated, a meeting with the principal, student and parent will be held before the item may be retrieved. The parent and student will be informed that if the item is brought to school again, the item will be held for the duration of the school year.
3. The third time an item is confiscated for misuse, the principal will hold the item until the end of the current school year.

Student Computer Use Agreement

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have

an agreement form signed and on file for use of the Internet as found in the student handbook.

Electronic Network Use Rules

School account holders, including all staff and students, are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the State of Idaho and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment.

Using the computers, network and Internet connections is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.

Unacceptable conduct includes, but is not limited to, the following:

- Internet is used solely for educational purposes
- using the network for any illegal activity, including violation of copyright or other contracts
- using the network for financial or commercial gain
- degrading or disrupting equipment or system performance
- vandalizing the data of another user
- wastefully using finite resources
- gaining unauthorized access to resources or entities
- willfully and knowingly accessing pornographic sites
- accessing any sites that the Board deems inappropriate for school
- invading the privacy of individuals
- using an account owned by another user without authorization
- posting personal communications without the author's consent
- posting anonymous messages
- placing of unlawful or unlicensed information on a system
- using abusive or otherwise objectionable language in either public or private message
- sending of messages that are likely to result in the loss of recipients' work or systems
- sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others

Network Etiquette

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address, phone number, or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. Network administrators who maintain and operate the school's computer system do have access to all mail. Messages relating

to, or in support of, illegal activities may be reported to authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

Security

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission

Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1st Year Cash Flow	Update the 1st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

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I. ARTICLES OF INCORPORATION

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SECRETARY OF STATE
STATE OF IDAHO

A. Articles of Incorporation

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of the State

ARTICLE 1: Name:

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

ARTICLE 2: Purposes and Powers

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 IRC Section 501(c) (3) of the Internal Revenue Code. 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 corresponding provision of any future United States Internal Revenue Law), 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 provision of any future United States Internal Revenue Law).

This corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code, as amended and supplemented.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 9198 W. Avalanche Ct., Boise, Idaho 83709, and the name of its initial registered agent is Jani C. Knox.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Jani C. Knox 9198 W. Avalanche Ct., Boise, Idaho 83709
Rachael S. Smith 2226 S. Latah St., Boise, Idaho 83705
Kimberly Ward 6822 Holiday Dr., Boise, Idaho 83709
Cori P. Bitz 12804 W. Marida St., Boise, Idaho 83709

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ARTICLE 5: Incorporators

The names and addresses of the initial incorporator are:

Jani C. Knox, 9198 W. Avalanche Ct., Boise, Idaho 83709
Rachael S. Smith, 2226 S. Latah St., Boise Idaho 83705

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 9198 W. Avalanche Ct., Boise, Idaho 83709.

ARTICLE 7: Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Meridian School District, Meridian Idaho.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 19th day of August 2009.

Incorporators:

Jani C. Knox

Rachael S. Smith

FILED EFFECTIVE

I. ARTICLES OF AMENDMENT

2010 MAR 26 AM 8:45

(Non-Profit)

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho, Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. **The name of the corporation is: The Village Charter School, Inc.**

2. **The text of each amendment is as follows:**

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, shall be not less than five (5) nor more than seven (7) Directors. The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Jani C. Knox	9198 W Avalanche Ct., Boise, Idaho, 83709
Rachael Smith	2226 S Latah St., Boise, Idaho 83705

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-1 14 and 30-3- 1 15 of Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission.

3. **The date of this adoption of the amendment was on: November 3, 2009.**

4. **The manner of adoption: The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by** the directors.

a. The number of directors entitled to vote was: three *(3)*.
b. The number of directors that voted for the amendment was: two (2).
c. The number of directors that voted against each amendment was: (0).
d. The number of directors entitled to vote but did not vote: one (1).

Revised effective the 3rd day of November 2009.

Jani C. Knox

Chairman of the Board of Directors, The Village Charter School, Inc.

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I. ARTICLES OF AMENDMENT

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(Non-Profit)

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho, Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. **The name of the corporation is: The Village Charter School, Inc.**

2. **The text of each amendment is as follows:**

ARTICLE 4: Directors

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Jani C. Knox	9198 W. Avalanche Ct., Boise, Idaho, 83709
Rachael Smith	2226 S. Latah St., Boise, Idaho, 83705
Lealan Miller	11883 W. Blueberry Ct., Boise, Idaho, 83709
Nancy Thomas	7629 Saddlehorn Ct., Boise, Idaho, 83709

ARTICLE 8: Dissolution and Distribution

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 Idaho Code. All remaining assets shall be distributed to the Idaho Public Charter School Commission, as required by Section 33-5206(8) of Idaho Code. If any assets remain after complying with the statutory requirements of the State of Idaho, those assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, as amended, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a Court of Competent Jurisdiction of Ada County, Idaho, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

3. **The manner of adoption: The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the directors.**

a. The number of directors entitled to vote was: four *(4)*.
b. The number of directors that voted for the amendment was: four (4).
c. The number of directors that voted against each amendment was: zero (0).
d. The number of directors entitled to vote but did not vote: zero (0).

Revised effective the 20th day of September 2010.

Jani C. Knox

Chairman of the Board of Directors, The Village Charter School, Inc.

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I. *Bylaws of THE VILLAGE CHARTER SCHOOL, INC.*

An Idaho Nonprofit Corporation.

ARTICLE 1: Offices

Section 1.1 Offices

The Village Charter School Inc.'s (the "Corporation") principle office shall be fixed and located within the Boise School District boundaries, in the County of Ada, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Ada, State of Idaho.

ARTICLE 2: Purpose

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Not withstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

a. a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue code 1986 or the corresponding provision of any future Federal income tax code, or

b. 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 3: No Members

Section 3.1 No Members

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

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

a. A "Founder," is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criterion for determining what constitutes a material contribution is determined by the Board of Directors (Board) and is listed in the founding member agreement.

b. Any person who agrees to contribute to the charter process, that may or may not have a Board member position, will be known as a "potential founder" and must sign a founding member agreement. The Board, in accordance with Idaho Code, will evaluate all potential founders and create a list of eligible founders who have met the requirement of a material contribution toward the establishment of a charter school. All founders are listed on the Founder Priority List and qualify for admission preference. As stated in the agreement, any potential founder who has not fulfilled the requirements of a material contribution will not qualify for admission preference and/or founder's status.

c. An organizing member is defined as any person, including potential founders, who makes a substantial contribution to the establishment of the charter school prior to the time of the school opening, as determined by the Board of Directors. Organizing members are not founders and do not receive admission preference to the school. Organizing members may have voting rights only if they have children attending the school.

d. A stakeholder of the school is defined as one or more of the following: a parent or legal guardian of a child attending the school; staff members or employees of The Village Charter School; The Village Charter School board members and founders. Voting is limited to one vote per enrolled registered family at The Village Charter School. There is no provision for parents/guardians who do not currently reside in the same household.

ARTICLE 4: 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) nor more than seven (7) Directors. The Board shall consist of Directors serving terms of office as set forth below. 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 of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (I.C. 33-5201). The conduct of the members of the Board will be consistent with the Corporation's vision and mission statements, and its core values.

Section 4.3 Appointment and Election of Directors

a. For purposes of appointing and electing Directors, the Board of Director positions are defined as follows: Director #1, Director #2, Director #3, Director #4, Director #5, Director #6 and Director #7. Director #1 and Director #2 inclusive shall be appointed to a three (3) year term of office, as set forth below. Director #4 shall be appointed to an initial term of one (1) year, and subsequent terms of three (3) years as set forth below. Director #6 and Director #7 inclusive shall be elected to an initial term of two (2) years, and subsequent terms of three (3) years as set forth below. If added, as set forth in Section 4.3 (b) below, Director #3 and Director #5 shall be appointed to serve term lengths in conjunction with Director #4.

b. During the first two years of operation, the Board shall be comprised of five (5) Directors (Director #1, Director # 2, Director #4, Director #6, and Director #7) appointed and nominated by the organizing members and founders of The Village Charter School. Two additional Directors (Director #3 and Director #5) may be added at the discretion of the Directors, as established with a two-thirds majority vote.

c. At the first annual meeting of the Corporation, following the initial opening of The Village Charter School, and at all annual meetings thereafter, Directors shall be appointed in accordance with the provisions of Sections 4.3 (d) and (e) below. Candidates shall be required to fill out and submit an application no later than forty-five (45) days prior to the annual meeting.

d. Directors #1 through #5 inclusive shall each be appointed by a majority vote of the current Board of Directors and founders of The Village Charter School.

e. For the purpose of appointing Directors, voting can be done in person or via absentee ballot. Absentee ballots are valid only if (1) voter is serving as a current board member at the time of the vote or is a founder as defined in Section 4.3 (d) above and (2) the ballot is either date stamped by the school office or postmarked at least one week prior to the date of the annual meeting.

f. If a candidate is nominated by committee, as set forth in Section 4.3 (g) (ii), but does not receive a majority vote as set forth in Section 4.3 (d), the winning candidate will be selected by a plurality of the votes.

g. At the first annual meeting of the Corporation, following the initial opening of The Village Charter School, and at all annual meetings thereafter, Directors will be elected and appointed 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 forty-five (45) days prior to the annual meeting.
   (b) All Board of Directors applicants will be required to go through a screening process, overseen by a nominating committee that is appointed and approved by the Charter School Board of Directors. The nominating committee shall be not less than five (5) nor more than seven (7) members and shall consist of staff members or employees, parents of students attending the school, organizing members and founders of The Village Charter School, and/or members of the Board of Directors.
   (c) The nominating committee will then nominate candidates for each open position.
   (d) No more then three candidates per position shall be nominated.

(e) Stakeholders of the school will then be asked to vote on the candidates, a stakeholder is defined in Section 3.2 (d) above.
(f) The Village Charter School Board of Directors has final authority over all ballots.
(g) The time, date, and location of all elections will be advertised by The Village Charter School using, but not limited to, the following methods; public service announcements in newspapers and sending notification home with students.
(h) Voting in board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if voter is named on the Stakeholder list and ballot is either date stamped by the school office or postmarked at least one week prior to the date of election. The cut-off for being listed as a stakeholder is the final day of school each year.
(i) If no candidate exists for an available elected position forty-five (45) days prior to the annual meeting that position may be deemed by the nominating committee an appointed position for a single term immediately following the annual meeting and all applicable Sections and subsections shall apply.

h. Campaigning for Board of Director positions shall not be permitted on school premises during regular school hours.

Section 4.4 Term

For the purpose of establishing staggered terms of office, the initial term of office for appointed Director #6 and Director #7 shall be two (2) years and thereafter shall be three (3) years; the term of office for all other appointed and elected Directors shall be three years. Directors #1, #2, #4, #6 and #7 shall be appointed or elected at the first annual meeting of the Corporation. Directors #3 and #5 shall be appointed or elected to serve term lengths in conjunction with Director #4.

Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly appoint or elect his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the 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 with cause or justifiable reason by a two-thirds majority vote of the Directors then in office.

Section 4.6 Vacancies

a. 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.

b. The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or

has failed to attend three (3) or more of the regularly scheduled monthly meetings of the Board in a fiscal year.

c. Removal of a Director for one or more of the reasons listed in Section 4.6 (b) 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 in public.

d. A vacancy on the Board may be filled by a majority vote of the remaining Directors, even if less than a quorum. Each Director so appointed or elected shall hold office until the expiration of the Director's term of office.

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

Section 4.7 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary, or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

> I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of The Village Charter School according to the best of my ability.

Section 4.8 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.

Section 4.9 Employees

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

Section 4.10 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 4.11 Quorum

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

Section 4.12 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state, or local law.

Section 4.13 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the satisfaction of the Board. The creation of a committee and appointment of its members shall be by a majority vote of the Board members then in office. Each committee will keep minutes of its proceedings and shall report periodically to the Board and will comply with all open meeting laws pursuant to Idaho Code §67-2340 (et. seq.). Committees shall report to the full Board regularly at Board meetings. Any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed. A committee of the Board may not: 1) authorize distributions; 2.) pledge or transfer assets; 3.) elect, appoint, or remove directors; and 4.) adopt, amend, or repeal the articles of incorporation or bylaws. Once the task has been accomplished for which the committee was formed, it shall be dissolved.

Section 4.14 Validity of Instruments

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

ARTICLE 5: Board Meetings

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principle office of the Corporation in the County of Ada, State of 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 first Tuesday in June, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. at the principle office of the Corporation in the County of Ada, Idaho. If the annual meeting of the Directors be not 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 Regular Meetings

Regular meetings of the Directors of the Corporation are mandatory, board members must attend at least 75% of board meetings, committee meetings, and special events. Regular meetings will be scheduled on the first Tuesday of each month. The Board of Directors may hold additional meetings or extend the time of its meetings by motion and a majority vote of the Board.

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.5 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be done pursuant to Idaho Code §67-2343.

Section 5.6 Meetings open to the Public

Except as provided herein, all meetings, except executive sessions, shall be open to the public and all persons shall be permitted to attend any meeting. Meetings shall comply with the open meeting act of the Idaho Code § 67-2340.

Section 5.7 Telecommunications devices at Meetings

Board members should physically be present at meetings whenever possible, however, should it not be possible, it is acceptable to conduct meetings using telecommunication devices. Such devices enable all Directors of the Corporation participating in the meeting to communicate with each other and may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the

Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.8 Meeting Agendas

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

Section 5.9 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.10 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting. Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly,

provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.11 Executive Sessions

"Executive session" means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1.) a director of the Board of the Corporation must move for holding of an executive session; 2.) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3.) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.12 Consent Agenda

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

Section 5.13 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6: Officers and Duties of Directors

Section 6.1 Directors

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the 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 for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

The Chairman 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 Chairman of the Board shall preside at all meetings of the Board. The Chairman of the board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. The Chairman of the Board has authority to sign all papers and documents as required by law as authorized action of the Board. Prior to serving as Chairman of the Board, a Director shall (1) have no less than 2 years experience as either a Board Director for The Village Charter School and (2) shall be specifically supportive of the original vision and mission for The Village Charter School. A State of Idaho criminal background check on the Chair of the Board of Directors is required.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time. The Vice Chairman shall deposit 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, unless the Vice Chairman is concurrently serving as the Treasurer. In this case, the Chairman of the Board will determine who shall make deposits for the Board.

Section 6.4 Secretary

a. The Secretary shall keep or cause to be kept, at the principle 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 notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

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

Section 6.5 Treasurer

a. The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account

shall at all times be open to inspection by any Board members. Prior to serving as Treasurer of the Board, a Director shall have no less than 2 years experience as a Board Director for The Village Charter School or a minimum of 2 years experience in finance.

b. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Other Directors

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

Section 6.7 Removal

Any Officer may be removed, for cause, by a majority of the Directors then in office.

Section 6.8 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 6.9 Training

Upon appointment or election to the Board, new Directors shall receive governance training.

Section 6.10 Review of Bylaws

The Bylaws will be reviewed annually by the Board.

Section 6.11 Principal

At the point when an existing Principal is going to be replaced, the Corporation will follow all State and Federal requirements for hiring a Principal. The new Principal will be selected using the process outlined below, including but not limited to:

(a) The Corporation will post for the position as required by law.
(b) All Principal applicants will be required to fill out and submit an application.
(c) All Principal applicants will be required to go through an interviewing and screening process, overseen by a hiring committee that is appointed and approved by the Board.
(d) The hiring committee shall consist of former Board members, organizing members and founders of the Corporation who are not currently serving on the Board.
(e) The Board can recommend candidates to the hiring committee for consideration.
(f) The hiring committee will then select candidates for the Principal position.

(g) No more than five candidates shall be presented to the Board.
(h) The Board will vote from the candidates presented and will have the final decision in the selection of the Principal position.
(i) If a Director recommends an applicant to the hiring committee, that Director shall not participate in the hiring decision.

ARTICLE 7: Conflicts of Interest

Section 7.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

Section 7.2 Contracts involving a person related to a Director within the Second Degree

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

Section 7.3 Contracts involving the spouse of a Director

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code § 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 7.4 Consideration of Employment involving a person related to a Director or a Director's spouse within the Second Degree

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

ARTICLE 8: Fiscal Affairs

Section 8.1 Fiscal Year

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

ARTICLE 9: 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 Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 9.2 Waiver

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

ARTICLE 10: Dissolution

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has 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 public purpose as determined by the Board.

ARTICLE 11: Amendments

Section 11.1 Bylaws

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

CERTIFICATE OF BYLAWS

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

_____

Jani C. Knox

Appendix E: Board Roster

The Village Charter School
October 10, 2013

Board Member Name	Office	Term	Email	Phone
Lee Miller	Chairman	Ends June 30, 2014	leemiller@thevillagecharterschool.org	(208) 447-9306
Jani Knox	Vice-Chair	Ends June 30, 2015	jani@thevillagecharterschool.org	(208) 409-5053
Mike Garrett	Treasurer	Ends June 30, 2016	mikegarrett@thevillagecharterschool.org	(208) 830-4939
Rachael Smith	Secretary	Ends June 30, 2014	rachael@thevillagecharterschool.org	(208) 938-7976
Dave Lakhani	Trustee	Ends June 30, 2015	davelakhani@thevillagecharterschool.org	(208) 863-8298
Susan Hansen	Trustee	Ends June 30, 2016	susanhansen@thevillagecharterschool.org	(208) 514-9554
Vacant		Ends June 30, 2015		

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: The Village Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0.00

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			0.00

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	**Are students achieving language proficiency on state examinations?**						
ISAT / SBA % Proficiency							
Language Arts	**Exceeds Standard:** 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a	**Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Reading	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3b	**Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3c	**Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?**						
Criterion-Referenced							
Growth in Language	**Exceeds Standard:** At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0.00
	51-75	25	45-69	25	0.00
	26-50	25	31-44	14	0.00
	0-25	25	1-30	30	0.00
					0.00

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a
Advanced Opportunity

Coursework

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0

Points Earned

0.00

Notes

Measure 4b1
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0

Points Earned

0.00

Notes

Measure 4b2
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0

Points Earned

0.00

Notes

Measure 4c
Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
						0.00

Notes

MISSION-SPECIFIC GOALS

		Result	Points Possible	Points Earned
Measure 1	**Is the school fostering all students' prosocial behavior and ability to control their emotional responses?**			
	Exceeds Standard: 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		150	
	Meets Standard: 60%-85% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		120	
	Does Not Meet Standard: 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		60	
	Falls Far Below Standard: Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

		Result	Points Possible	Points Earned
Measure 2	**Is the school fostering all students' motivation to learn?**			
	Exceeds Standard: 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		150	
	Meets Standard: 60%-85% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		120	
	Does Not Meet Standard: 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		60	
	Falls Far Below Standard: Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

		Result	Points Possible	Points Earned
Measure 3a	**Is the school helping middle school students to improve their goal selection skills?**			
	Exceeds Standard: 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		100	
	Meets Standard: 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		80	
	Does Not Meet Standard: 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		50	
	Falls Far Below Standard: Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

		Result	Points Possible	Points Earned
Measure 3b	**Is the school helping middle school students to improve their planning skills?**			
	Exceeds Standard: 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		100	
	Meets Standard: 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		80	
	Does Not Meet Standard: 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		50	
	Falls Far Below Standard: Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

		Result	Points Possible	Points Earned
Measure 3c	**Is the school helping middle school students to improve their adaptation skills?**			
	Exceeds Standard: 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		100	
	Meets Standard: 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		80	
	Does Not Meet Standard: 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		50	
	Falls Far Below Standard: Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatement of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b **Credentialing**	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c **Employee Rights**	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d **Background Checks**	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

25

Measure 1a
Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0.00

Notes

Measure 1b
Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0.00

Notes

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
			0.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
Does Not Meet Standard: Not applicable			
Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
			0.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a
Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		50	
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
			0.00

Notes

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
Meets Standard: Debt to Asset Ratio is less than 0.9		50	
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
			0.00

Notes

Measure 2c
Cash Flow

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	Points Possible	Points Earned
	0		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		50	
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
			0.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
Falls Far Below Standard: Not Applicable			
			0.00

Notes

THE VILLAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	**0.00**	25	1%	0.00
	1b	25	2%	**0.00**	25	1%	0.00
Proficiency	2a	75	5%	**0.00**	75	4%	0.00
	2b	75	5%	**0.00**	75	4%	0.00
	2c	75	5%	**0.00**	75	4%	0.00
Growth	3a	100	7%	**0.00**	100	6%	0.00
	3b	100	7%	**0.00**	100	6%	0.00
	3c	100	7%	**0.00**	100	6%	0.00
	3d	75	5%	**0.00**	75	4%	0.00
	3e	75	5%	**0.00**	75	4%	0.00
	3f	75	5%	**0.00**	75	4%	0.00
	3g	100	7%	**0.00**	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		**900**			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		**900**			1050		
Total Academic Points Received				**0.00**			0.00
% of Possible Academic Points for This School				**0.00%**			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	150	10%	**0.00**			
Motivation	2	150	10%	**0.00**			
Goal Selection Skills	3a	100	7%	**0.00**			
Planning Skills	3b	100	7%	**0.00**			
Adaptation Skills	3c	100	7%	**0.00**			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				**0.00**			0.00
% of Possible Mission-Specific Points Received				**0.00%**			0.00%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**1500**			1750		
TOTAL POINTS RECEIVED				**0.00**			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**0.00%**			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**0.00**
	1b	25	6%	**0.00**
	1c	25	6%	**0.00**
	1d	25	6%	**0.00**
Financial Management & Oversight	2a	25	6%	**0.00**
	2b	25	6%	**0.00**
Governance & Reporting	3a	25	6%	**0.00**
	3b	25	6%	**0.00**
Students & Employees	4a	25	6%	**0.00**
	4b	25	6%	**0.00**
	4c	25	6%	**0.00**
	4d	25	6%	**0.00**
School Environment	5a	25	6%	**0.00**
	5b	25	6%	**0.00**
	5c	25	6%	**0.00**
Additional Obligations	6a	25	6%	**0.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE OPERATIONAL POINTS				**0.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**0.00**
	1b	50	13%	**0.00**
	1c	50	13%	**0.00**
	1d	50	13%	**0.00**
Sustainability Measures	2a	50	13%	**0.00**
	2b	50	13%	**0.00**
	2c	50	13%	**0.00**
	2d	50	13%	**0.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE FINANCIAL POINTS				**0.00%**

THE VILLAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.

3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.

b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

   i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.

   ii. Revised petitions shall clearly show the submission date of the revision on the title page.

   iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

   iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

   v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

   vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

    i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

    i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

I. Admission Procedures *I.C. § 33-5205(3)(k)*

A. Enrollment Opportunities *I.C. § 33-5205(3)(t)*

Every effort is made to notify the public of enrollment opportunities at The Village Charter School, by taking the following steps:

a. TVCS takes into consideration language demographics of the attendance area and disseminate information accordingly.

b. At least three (3) months prior to the enrollment deadline each year, enrollment information is posted in highly visible and prominent locations within the attendance area.

c. TVCS ensures the dissemination of press release or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area.

d. TVCS ensures that such announcements are broadcast or published by such media outlets on no less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year.

e. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, familial status, social or economic status, or special needs.

These efforts may also include, but are not limited to, web page updates, announcements through social networking sites, advertising at community centers (e.g., library), school informational meetings, announcements at other public schools, and/or notifications sent home with students.

Enrollment Deadline

Each year, the Board will establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend TVCS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

The application process prior to the enrollment deadline is as follows:

a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.

b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k).*

c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.

☐ The written request for admission must be submitted to, and received by, TVCS on or before the enrollment deadline.

☐ The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.

d. If the initial capacity of TVCS is insufficient to enroll all prospective students, a lottery shall be

utilized to determine which prospective students will be admitted to TVCS.
e. Only written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TVCS shall be permitted in the lottery.
Once the enrollment deadline has passed, the process for filling a grade that has openings after the lottery is as follows:
a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k).*
c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
☐ The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
d. Written requests for admission received after the established enrollment deadline are served on a first-come, first-served basis and added to the bottom of the final selection list for the appropriate grade.
e. A sibling of any student, whose application is received after the enrollment deadline, must have his or her name placed at to the bottom of the sibling list.

Admission Preference for Initial Enrollment *I.C. § 33-5205(3)(k)*

If the initial capacity of The Village Charter School is insufficient to enroll all prospective students, a lottery, following *Idaho Code § 33-5025(3)(k),* will be utilized to determine which prospective students will be admitted to TVCS. The selection process in regard to admission preferences shall be as follows:
a. First preference is given to the children of founders who are listed on the Founder Priority List, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial enrollment capacity of TVCS.
b. Second preference is given to siblings of students already selected by the lottery.
c. Third preference is given to prospective students who reside in the primary attendance area of TVCS.
d. Fourth preference is given to prospective students who reside outside of the primary attendance area of TVCS.

Admission Preferences for Subsequent Enrollment Periods

The selection process in regard to admission preferences shall be as follows:
a. First preference is given to students returning to TVCS in any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.
b. Second preference is given to the children of founders, who are listed on the Founder Priority

List, and the children of full-time employees, provided that this admission preference shall be limited to not more than 10 percent (10%) of enrollment capacity.
c. Third preference is given to siblings of students already enrolled in TVCS.
d. Fourth preference is given to prospective students residing in the primary attendance area of TVCS.
e. Fifth preference is given to prospective students residing outside the primary attendance area of TVCS.

Enrollment Procedures

The following procedures will be carried out in accordance with the *Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.02.04*:
a. Proposed Attendance List for Lottery
b. Equitable Selection Process
c. Final Selection List
d. Notification and Acceptance Process
e. Subsequent School Years

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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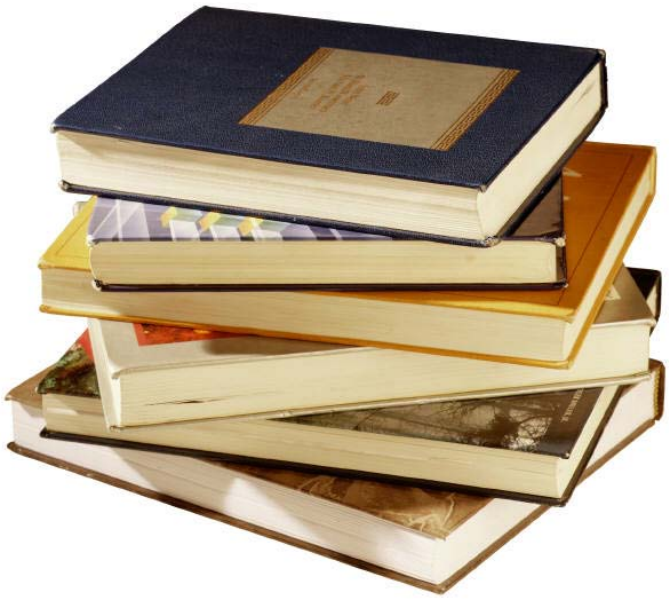


Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

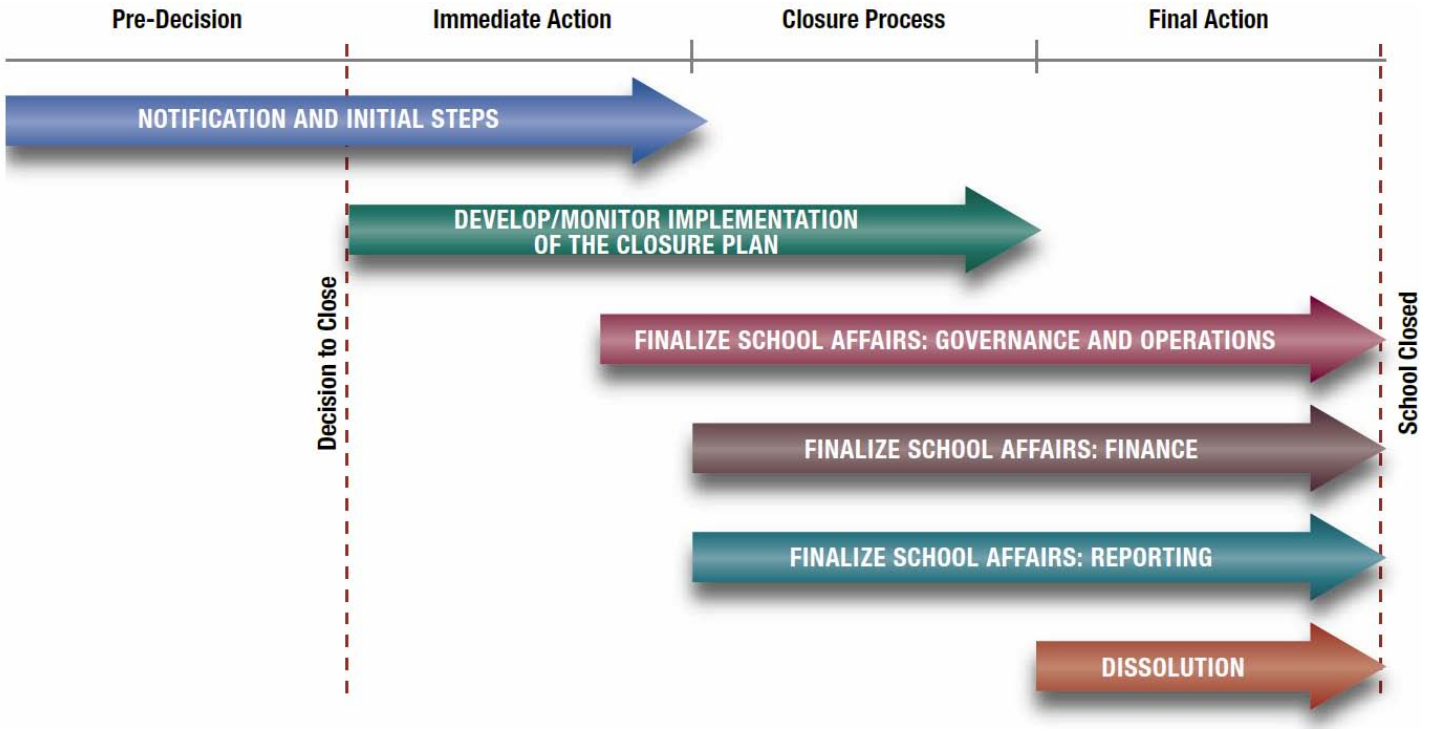
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

SUBJECT

Wings Charter Middle School Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B
I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with Wings Charter Middle School (WCMS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and WCMS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the WCMS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the Wings Charter Middle School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Southern Idaho Learning Center Lab School, Inc. (Wings Charter Middle School / WMCS) (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on August 21, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. Continued Operation of School. Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. Pre-Opening Requirements. Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2009. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 10, 2013, and shall continue through June 30, 2017, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: WMCS provides a positive educational experience for middle school students. We tailor instruction to build on each student's unique learning style in order to increase students' motivation to learn and become productive citizens in their community.

B. **Grades Served.** The School may serve students in grade 6 through grade 8.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- Students are placed with an advisory teacher with whom they meet two to three times per day in a homeroom environment;

- School maintains a teacher to student ratio of approximately 1 to 20;
- Students are individually placed within learning cohorts; and
- Positive behavior supports are consistently provided to students.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance

Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. **Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. **Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. **Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. **In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. **Maximum Enrollment.**
The maximum number of students who may be enrolled in the school shall be 240 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Grade 6	**80**
Grade 7	**80**
Grade 8	**80**
Total	**240**

C. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. **School Facilities.** 771 North College Road, Twin Falls, ID 83301. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. **Attendance Area.** The School's primary attendance area is as follows:

Fifteen miles by road from the physical location of the school at 771 North College Road, Twin Falls, Idaho. The road boundaries, inclusive of residences on each side of the road, going in a counterclockwise direction starting at 200 North in Jerome, ID and including the residences on each side of the road, are:

200 North to Lincoln Ave to 75 North to 100 West to 100 South to 200 West to 300 South to 300 West to 400 South to 400 West to 500 South to Snake River Canyon to 2200 East to 4400 North to 2000 East to 4300 North to 1900 East to 4200 North to 1800 East to 3800 North to 1900 East to 3700 North to 2000 East to 3600 North to 2200 East to 3400 North to 2300 East to 3300 North to 2400 East to 3200 North to 2500 East to 3100 N to 2600 East to 3000 North to 2800 East to 2700 North to 3000 East to 2800 North to 3100 East to 3100 North to 3500 East to 3200 North to 3600 East to 3300 North to 3700 East to 3450 North to 3800 East to 3600 North to 3900 East to 3700 North to 4000 East to Snake River Canyon to 1300 East to 900 South to 1150 East to I-84 to Hwy 93 to 300 South to 800 East to 100 South to Hwy 25 to 500 East to West Main to 800 East to 100 North to Hwy 93 to 200 North

F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an

imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. Dissolution. Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. Disposition of School's Assets upon Termination or Dissolution. Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. No Employee or Agency Relationship. None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. Additional Services. Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. No Third-Party Beneficiary. This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. Amendment. This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 10, 2013.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Wings Charter Middle School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Wings Charter Middle School
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter

WINGS CHARTER MIDDLE SCHOOL, INC.
771 North College Rd
Twin Falls, ID 83301

Charter for School Year 2009 – 2010
2010-2011
2011-2012
Within the Twin Falls School District #411

September 20, 2012

Attendance Areas that may be impacted:
Blaine County SD #061
Camas County SD #121
Cassia County SD #151
Gooding SD #231
Wendell SD #232
Hagerman SD #233
Bliss SD #234
Jerome SD #261
Valley SD #262
Shoshone SD #312
Dietrich SD #314
Richfield SD #316
Minidoka County SD #331
Twin Falls SD #411
Buhl SD #412
Filer SD #413
Kimberly SD #414
Hansen SD #415
Castleford SD #417
Murtaugh SD #418

Contact Person:
Letha Blick
771 North College Road
Twin Falls, ID 83301
PH# 208-734-2902
FAX# 208-734-2907
lblick@wingscharter.org

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TAB I

A. Articles of Incorporation

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B. List of Qualified Electors

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C. Mission and Vision Statement

The vision of Wings Charter Middle School is to promote a successful academic future for all middle school students in the Magic Valley and is represented by our logo: “Soaring to Success” .
.

The mission of WINGS Charter Middle School, Inc. is to provide an appropriate educational experience for middle school students. Incorporating a hands-on learning experience with a smaller teacher to student ratio, WCMS prepares students for a successful high school experience. WCMS tailors instruction to build on each student’s unique learning style.
.

TAB II
Proposed Operations & Potential Effects

A. Facilities

The goal of WINGS CHARTER MIDDLE SCHOOL is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. The Board will develop a program to maintain and/or upgrade the buildings and grounds of WINGS CHARTER MIDDLE SCHOOL. See Appendix K for information regarding the current facilities plan and subsequent back up plans.

B. Administrative Services

WINGS CHARTER MIDDLE SCHOOL will function as a non-profit organization, organized and managed under the Idaho Nonprofit Corporation Act, as outlined in the Corporate Bylaws and Articles of Incorporation.

Wings Charter Middle School will employ a principal/head teacher who reports to the WINGS Charter Middle School Board. The principal/head teacher position may be full time or part time depending on enrollment at the school. The WINGS Charter Middle School principal/head teacher will be responsible to see that WINGS Charter Middle School policies and procedures are followed. The WINGS Charter Middle School principal/head teacher will be responsible for the day-to-day operation of WINGS Charter Middle School. The WINGS Charter Middle School principal/head teacher will be responsible for determining WINGS Charter Middle School instructional programs. The principal/head teacher will be responsible for supervising the implementation of the instructional programs and the supervision and evaluation of the instructional staff. The WINGS Charter Middle School Board of Directors will supervise and evaluate the principal/head teacher actions with respect to the Lab School. The WINGS Charter Middle School Board of Directors will have the full power and duty to manage and oversee the operation of the Corporation's business. The Board will adjudicate disagreements between parents and the administration, be responsible for compliance with statute, administrative rule, and the charter as well as serve as the school's policymaking body.

Instructional Organization

School Fiscal Year: The fiscal year of the school is from July 1 to June 30.

School Calendar: The Board of Directors will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. School holidays will include New Year's Day, President's Day, Memorial Day, Labor Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code 73-108.

Instructional Hours: The Board of Directors will provide the minimum number of hours (900) for students in grades 6-8 as designated in Idaho Code 33-512.

Records Management: The custodian of personnel and student records will be under the supervision of the Principal. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and WINGS Charter Middle School policy.

Non- instructional Operations: The school may hire staff or contract with a service provider for services such as accounting, transportation, food service, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board of Directors or other state requirements and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom WINGS CHARTER MIDDLE SCHOOL has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

C. Potential Civil Liability

Insurance for potential civil liability, as required by Section 33-5205(4), Idaho Code, will be obtained by the WINGS CHARTER MIDDLE SCHOOL Corporation. The Authorizing Charter Entity shall have no liability for the acts, omissions, debts, or other obligations of WINGS Charter Middle School. WINGS Charter Middle School will operate its business in conformance with all local, state, and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

The WINGS Charter Middle School Board members incur essentially the same civil liability as if they were serving as regular school board members. The potential liability risks include, but are not limited to, student and staff transportation, safety risks, personnel actions, and civil rights issues. Therefore, the WINGS CHARTER MIDDLE SCHOOL Corporation will purchase an additional Errors and Omissions Policy to cover their potential liability risks.

D. Potential Effects on School Districts Served by WINGS CHARTER MIDDLE SCHOOL.

The potential effect of WINGS CHARTER MIDDLE SCHOOL on surrounding school districts is expected to be positive. WINGS Charter Middle School will provide targeted instruction to some of their most at-risk students who will then return to their individual school districts with an increased likelihood of graduating from high school. Our numbers will be very low in comparison to the two middle schools in Twin Falls School District, so we do not foresee a financial burden being placed on the district due to declining enrollment. We are also drawing students from many area school districts and not just from the Twin Falls School District.

TAB III
A. Educational Goals and Thoroughness Standards

WINGS Charter Middle School believes that learning occurs when…

- learners construct meaning
- learners see connections between what they learn and the real world
- learners are actively engaged in purposeful tasks
- activities are integrated and meaningful
- learners work individually and as members of a group
- learners are expected and encouraged to learn
- learners internalize that what they learn and do in school makes a positive change in their community
- learners are supported with teachers, mentors and advocates
- all learners have advanced learning opportunities
- all essential curriculum are described with outcomes and standards, and are assessed through formative and summative assessments

With these beliefs in mind, the goals of the WINGS Charter Middle School are to:

- Analyze data from the student management system, state reports, progress monitoring tools, parent and student interest surveys and teacher observations to document student strengths and weaknesses of all students during the Response to Intervention team meetings to make appropriate decisions to promote academic and personal growth.

- Provide opportunities for every student to meet or exceed the academic objectives set forth by Idaho Standards of Achievement Test or other state achievement test that the state uses.

- Use curriculum, teaching styles, and textbooks that are designed and chosen from best practices in constructivist teaching, problem-based learning, and integrated instruction as they pertain to middle school education.

- Allow all participating students
  - To enter the next grade level and be successful in a four-year high school with the skills and abilities necessary to achieve success.
  - To increase literacy skills

- Provide a comprehensive middle school education with an emphasis upon achieving literacy and learning in the content areas.

- Ensure that students become excited about learning and find their intellectual voices

- Foster leadership and interpersonal skills that last a lifetime

To meet all Educational Thoroughness Standards (as defined in Section 33-1612 of the Idaho Code), WINGS Charter Middle School will insure that:

Standard A: A safe environment conducive to learning is provided.
Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for their child. WINGS Charter Middle School will:

- Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Develop a staff and student handbook to provide rules and procedures for physical safety. These guidelines will include, and not be limited to, the procedure for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Require criminal background checks to be done on all employees

Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege. It will be a priority of the school to create a positive teaching and learning environment with an emphasis on high expectations for performance and behavior. WINGS Charter Middle School will:

- Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behaviors, and a process for teachers to handle minor and major infractions in the classroom setting. Emphasis will be placed on teachers working directly with parents and students, when appropriate, to resolve discipline problems before they escalate to the point of a student being expelled from the school.
- Establish and maintain rules to be used consistently throughout the school.
- Develop policies relating to procedures for suspension, expulsion, and re-enrollment of students.

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

The school will work to offer opportunities for students to develop and express exemplary character traits in concurrence with the overall educational program. Responsibility will be a fundamental focus of the entire WINGS Charter Middle School community. Areas of responsibility that will be addressed include personal responsibility, personal mastery, personal integrity and self esteem. Below are beliefs surrounding responsibility that will be shared by the WINGS Charter Middle School staff and students.

- ***Personal Responsibility:*** As Charter Community members we accept responsibility for ourselves as individuals, for how we act, express ourselves, and react. We are accountable for the consequences of those actions, expressions and reactions.
- ***Personal Mastery:*** We strive for personal mastery, which we define as the process of continual improvement. We continually seek to surpass our previous personal best.
- ***Personal Integrity:*** As individuals we seek to understand ourselves, be clear about what we believe and live those beliefs. Our words, and most importantly, our actions are congruent with our beliefs. Children will do as we do, not as we say.
- ***Self-Esteem:*** Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's uniqueness and encourage interpersonal and intrapersonal skill acquisition in order to foster development of self-esteem.

Standard D: The skills necessary to communicate effectively are taught.

WINGS Charter Middle School will teach students a range of effective communication skills. *R*eading and writing, verbal and non-verbal skills and listening skills will be specifically targeted in the intervention curriculum and will be integrated into the content classes.

- Remedial instruction and direct instruction in executive functioning skills in combination with a strong core of academic classes with abstract, complex ideas taught via hands-on, multi-sensory arts-based instruction that will allow students to graduate from WINGS Charter Middle School with the knowledge and skills to be successful when entering a four-year high school academic program

- The staff and students will utilize current technology on a daily basis. Students will be provided with age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.

- The importance of students acquiring the skills to enable them to be responsible citizens of their home, schools, and communities are emphasized
  - In accomplishing their project-learning goals students will be taught the executive functioning skills of planning and organization.
  - Instruction in the group process and multiple opportunities to work as a team will be provided.

AI. Educational Program

WINGS CHARTER MIDDLE School will combine state of the art intervention in reading, written language and math in combination with innovative instruction in the content areas of social science, science and literature for middle school students in the eight county area of the Magic Valley - Camas, Blaine, Lincoln, Gooding, Jerome, Twin Falls, Cassia and Minidoka.

The WINGS CHARTER MIDDLE SCHOOL curriculum is based on the theory that individuals learn best when they learn from their own personal experience. This is best described as the Constructivist Approach to learning. In addition, there is a belief that each individual's approach to learning can be described by the concept of Multiple Intelligences, i.e. (linguistic, mathematical, intrapersonal, interpersonal, bodily-kinesthetic, spatial, naturalistic and musical). This suggests that individuals learn more easily when they have the opportunity to use the "Intelligence(s)" or learning approach(es) they prefer. Pedagogical strategies that will be used at the school include: project based learning, integrated thematic curriculum units, authentic experience, inquiry-based instruction, integrated arts, personalized learning projects, enrichment sessions, and community service.

Project based learning: Each thematic unit at WINGS CHARTER MIDDLE SCHOOL ends with a final project created by either an individual or learner group. These projects are designed to provide the opportunity to apply learning to complex problems as well as to develop products that utilize written and oral expression, technology, the arts, math, language arts, social science and science. It requires the learners to learn how to undertake extended research, analyze the information and synthesize the information into a presentation. It provides the learners an opportunity for self directed in-depth learning and allows them the experience of being an educator through their presentations. Finally, it provides an opportunity for the learners to practice time management in accomplishing the multiple facets of the task. These skills are needed for success both in high school, college, and the world beyond. An example of a final product for a math unit on geometry could be the construction of a new "Perrine Bridge". The learners would present their ideas in both a written and oral report. In addition, they would build a model of their innovative bridge and present it to the community during a learner exhibition.

Integrated Thematic curriculum units: To facilitate learning across subject areas, educators in core subject areas will collaborate to integrate classes around the unifying thematic unit when designing classes.

Integrated arts: Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Learners will be provided a similar opportunity to incorporate the arts into their final projects.

Authentic Experience: As the learners further develop, the school will provide them with "real world" opportunities to gain authentic experiences. One excellent example of this is the learner's participation in the school's mandatory community service program described below.

Inquiry-based instruction**:** Some learners learn best when they are posed a series of questions. They then must work alone, in groups, or with an educator in working through the questions to find the answer. This process allows the student to approach the question using his/her preferred "intelligence(s)". WINGS CHARTER MIDDLE SCHOOL will educate learners so they have the skills and knowledge base to solve their own problems when they become adults. Inquiry based education not only happens daily in the classroom, but will also be demonstrated in annual school events such as the "Science/Invention Fair".

Community Service: Community service is a vital and distinctive element of our curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables learners to use newly found knowledge to solve community problems. The learners and WINGS CHARTER MIDDLE SCHOOL staff, based on current community needs and interaction with community and government leaders, will determine specifics of the program.

Personalized Learning Projects: While we realize we are a public school with limited resources, focus is nonetheless placed on providing opportunities for learners to individualize their education. Each year, every learner will be asked to create, with cooperation from his or her parents and educators, a Personalized Learning Project (PLP). The PLP is a project that extends the education of the learner in a way that is most meaningful because it is his/her choice and would hopefully connect with their community service efforts.

Enrichment: All students are given the opportunity to choose non-core curriculum courses called enrichment sessions. Enrichment sessions are taught by family and community volunteers. Enrichment topics may include but are not limited to sewing, auto mechanics, biking, cooking, electronics, robotics, computer graphics, science and visual and performing arts. These opportunities allow learners to expand the breadth of their education and perhaps identify a new passion to pursue. Emphasis will be placed on allowing students to explore future career opportunities with these enrichment sessions.

Curriculum: The curriculum will be developed primarily in the summer and fall of 2008 using monies from a Vision Grant that has been awarded to WINGS CHARTER MIDDLE SCHOOL by the Idaho State Department of Education. A curriculum consultant will be hired with expertise in developing engaging instructional activities to meet the needs of diverse learners who will work with the teachers and the principal to develop integrated curricular units of study.

Once the initial curricular units have been created curricular development will be an ongoing process directed by the administrator or their designee with the approval of the Board of Directors. The curriculum will be implemented and evaluated for effectiveness through observations of teachers

and students. The curriculum of WINGS Charter Middle School will be comprised of a variety of learning areas including language arts, science, environmental studies, social studies, mathematics, visual and performing arts, foreign language, health/physical education, and technology.

Language Arts: The language arts goals are to develop learners who are effective communicators, who love literature, and who are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal and creative and expository writing. Communication areas of focus include speaking, writing and presentation skills using modern technological tools.

***Mathematics*:** The mathematics curriculum strives to develop learners who are able to use their math skills effectively and efficiently in real life settings. WINGS CHARTER MIDDLE SCHOOL's math curriculum will be driven by essential learnings that have been distilled from Idaho's State Board of Education mathematics framework standards and the National Council of Teachers of Mathematics standards.

Science: The science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific disciplines are the same as presented in the Idaho State Board of Education Science framework (7th grade Life Science and 8th grade Earth Science), the school curriculum differs in several areas. This approach involves experimentation, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized as appropriate and relevant to the interrelationship of disciplines.

Social Studies: This curriculum develops learners who understand that history and social science are about real people, in real places, solving problems relevant to the learners' own lives. Students understand the interrelationships between the peoples of the world and study the past as a background and prelude to the present.

Visual and Performing Arts: The goal here is that the learners embrace the values of arts appreciation including self and group expression in the visual arts, music, theater and dance. The curriculum strives to instill confidence in the learner's artistic self-expression and the appreciation of the artistry of others. Attempts will be made to ensure that each learner will be given the opportunity to participate in music, dance or movement activities, visual art techniques, and art forms as a primary means of expression.

Health and PE: WINGS Charter Middle School will provide an atmosphere that encourages all learners to enjoy physical activity and to incorporate it into their everyday lives. This program emphasizes "lifetime" or "individual" activities as well as "cooperative" sports to perpetuate the concept of lifelong activity.

Technology: The technology program includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools will help students guide their own education. They support a child's natural way of learning both through individual and group discovery as well as seeking solutions to real life challenges.

Social Emotional Learning (SEL): The SEL program at WINGS CHARTER MIDDLE SCHOOL will be developed with the goal of teaching to the whole child. The development of the whole child is accomplished by integrating social and emotional concepts into each of the curricular areas at WINGS Charter Middle School. Social Emotional Learning is regarded as a community responsibility, owned by educators, learners, parents and other community members at large.

B. Educated Person and How Learning Occurs

Educated Person

In order to be prepared for the complex society of the 21st century, every child must be competent in the "core" academic disciplines of language arts, mathematics, social science, and science and be able to demonstrate skills and knowledge in the "non-core" disciplines of the arts, media literacy, and technology. They must be able to use these abilities to think critically and solve problems.

How Learning Best Occurs

The educational program of WINGS Charter Middle School is informed by research and several philosophies regarding teaching and learning and is based upon the teaching, parenting and professional therapeutic experiences of the charter school developers. Below is the outline of the philosophy and practices that guide our educational program.

The Educational Philosophy of WINGS Charter Middle School

Students will demonstrate high levels of achievement that prepare them for college or a profession of their choice when:

A. Each child's learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.
B. The school supports the "whole child," by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.
C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

Each of these three areas are discussed in greater detail below.

A. Each child's learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.

Through the Response to Intervention teaming process goals and benchmarks for a student's academic performance, as well as social, emotional, and physical strengths and challenges will be identified for all students at Wings Charter Middle School .

The WINGS Charter Middle School will utilize several methods for addressing students who are not meeting the outcomes identified during Response to Intervention team meetings to include but not be limited to:

- Meeting with parents to examine the student's course of study and/or assessments from allied professionals
- Identifying what may be blocking the student's learning
- Outreaching to community experts, as needed and as fiscally possible, to ensure that the student is receiving the necessary supports and services that will allow him or her to reach the agreed upon outcomes.
- Using progress monitoring and questionnaires to determine appropriate interventions

B. The school supports the "whole child," by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.

The WINGS Charter Middle School charter school developers believe that the social, emotional, and physical development of a student cannot be separated from his/her academic performance. Therefore, the school will support the "whole child" by fostering a collaborative relationship between school and family.

The student must be seen in the context of his or her family and the family must have ample opportunity to be involved in their student's education. Opportunities for family participation at the WINGS Charter Middle School will include allowing parents the opportunity to provide information regarding the student's social, medical, developmental, and academic history for integration into a "case history" for their child and supporting the student's learning by co-designing the student's course of study and may further include:

- Participating in and attending school functions, such as workshops and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.
- Attending student exhibitions.

C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

The WINGS Charter Middle School Charter school developers believe that schools are only as strong as their teaching faculty. Core goals at WINGS Charter Middle School are to:

- Ensure professionalism of teaching by establishing a culture that fosters professional development.
- Staff participation in professional development-training opportunities before each school year begins. Professional development opportunities will be designed so teachers will work together to refine curriculum and define focus areas for the school year based upon the past year's student achievement data and other current issues that may impact the coming school year.
- Build in a reflection week in the middle and at the end of the school year for teachers to meet with parents and reflect on the achievement of their students and themselves. Teachers will be given time daily to collaborate, prepare lessons and/or communicate with families.

Skills and Knowledge: The curriculum used to teach skills and knowledge at WINGS Charter Middle School shall contain one or more of the following elements:

Criteria I

Remedial learning activities designed for students who are one to two years below grade level shall contain the following elements:

- The use of research- based intervention programs
- Instructional delivery methods that use research-based pedagogy
- Teacher knowledge of the strengths and weaknesses of the student's cognitive processes
- Intervention programs designed to match the student's cognitive strengths and weaknesses
- Instructional staff who have a working knowledge of the student's social-emotional status

In addition, WINGS CHARTER MIDDLE SCHOOL will strive to develop a program with the following elements:

- Parental instruction in strategies that will assist the student in his practice at home
- The compilation of a developmental, academic, medical and social history on each student
- Monitoring for the need for further evaluation in an allied area, e.g. language, occupational therapy, physical therapy or psychological evaluations, when indicated
- Consultations from allied professionals as needed to assist in meeting each student's individual needs.
- Self-advocacy instruction for the students including knowledge of their own strengths and weaknesses and ways to advocate for themselves.
- Incorporation of active input from a parent-student advisory committee

- A learning environment conducive to all students being valued and learning where teachers can be effective in teaching.
- Direct instruction in the meta-cognitive skills of organization, time management and planning
- Efforts will be made to hire instructors who are highly qualified in their specialized teaching area and/or Special Education and have experience in working with the learning disabled child.
- Ensure that the instructional setting is appropriate and effective regarding:
  - Student-teacher ratios striving to be less than 20:1
  - Sufficient equipment and curriculum
  - Safety
  - Facility maintenance

Criteria II
Intervention instructors and general education instructors will work together to ensure that all hands on, integrated projects will have the skill areas of math, reading and written language infused into them at each student's level of competence to the maximum extent.
The outcomes of these strategies will be students who:

1. Have made individual growth towards proficiency at grade level and/or shown growth by moving one level on ISAT's or end of year curriculum assessments
2. Are prepared to enter the next grade level
3. Have the leadership and interpersonal skills necessary for life success
4. Have the skills necessary for learning success when entering high school and beyond

D. Delivery of Services to Students With Disabilities

Pursuant to the federal Individuals with Disabilities Education Act, Section 33-5205(3)(q), Idaho Code, to deliver services to students who are not already identified as having a disability and/or are currently not on an IEP Child Find activities shall include the following:

- Students will be screened by their general education teacher, or other WINGS CHARTER MIDDLE SCHOOL staff as needed if adequate progress is not made, to determine the potential need for possible Special Education services.
- All students identified through the screening process will be referred to a problem solving team of WINGS CHARTER MIDDLE SCHOOL staff, in consultation with the student's parents, to develop general education interventions, accommodations, and strategies to determine if they can be successful with these supports. If it is determined that it is not likely the student will be successful with accommodations then a referral for a special education evaluation will be considered by a multi-disciplinary team which includes parents.

Special Education Services
WINGS Charter Middle School will provide a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, WINGS CHARTER MIDDLE SCHOOL will serve students with special needs in accordance with IDEA and Section 504. Further, WINGS CHARTER MIDDLE SCHOOL adopts and complies with the current Idaho Special Education manual from the State Department of Education. This manual reflects IDEA guidelines and Special Education best practices. WINGS CHARTER MIDDLE SCHOOL Special Education director will be the IDEA, Section 504, and ADA Compliance officer. WINGS CHARTER MIDDLE SCHOOL will ensure that students who are disabled within the definition of IDEA, Section 504, and ADA are identified, evaluated and provided with appropriate educational services. At the time that students are being referred for a special education evaluation or are known to have a disability and an I.E.P., parents will be given a copy of procedural safeguards. The procedural safeguards will be those outlined in

the current Idaho Special Education Manual which addresses all aspects of Special Education, including identification, evaluation, and delivery of services and Disciplinary Procedures.

Disciplinary Procedures for Special Education Students
The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending WINGS CHARTER MIDDLE SCHOOL. These adopted policies and procedures will meet the requirements of IDEA, Section 504, and ADA.

WINGS CHARTER MIDDLE SCHOOL endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law WINGS CHARTER MIDDLE SCHOOL will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy. WINGS CHARTER MIDDLE SCHOOL parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental involvement goals will be presented.

Meetings
In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the school level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

School-Parent Compact
WINGS CHARTER MIDDLE SCHOOL will use Title I funds to develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and

3. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

1. *Guidelines:* Parent involvement activities developed through every grade level will include opportunities for:
   a. Volunteering;
   b. Parent education;
   c. Parents to provide social, developmental, and academic histories for their children as they pertain to their Individualized Learning Plan (ILP);
   d. Home support for the student's education; and
   e. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

2. *Roles and Responsibilities*
   a. Parents. It is the responsibility of the Title I parents to:
      1) Actively communicate with school staff;
      2) Be aware of rules and regulations of school;
      3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
      4) Utilize opportunities for participation in school activities.

   b. Staff. It is the responsibility of staff to:
      1) Develop and implement a school plan for parent involvement;
      2) Promote and encourage parent involvement activities;
      3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
      4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

   c. Community. Community members who volunteer in the schools have the responsibility to:
      1) Be aware of rules and regulations of the school;
      2) Utilize opportunities for participation in school activities.

   d. Administration. It is the responsibility of the administration to:
      1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
      2) Provide training and space for parent involvement activities;
      3) Provide resources to support successful parent involvement practices;
      4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
      5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "…those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students.

By law, WINGS CHARTER MIDDLE SCHOOL is required to provide for special instructional needs of gifted and talented students enrolled in WINGS CHARTER MIDDLE SCHOOL. The Board, in conjunction with the Principal and staff, will develop the State required plan for WINGS CHARTER MIDDLE SCHOOL's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. WINGS CHARTER MIDDLE SCHOOL's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of WINGS CHARTER MIDDLE SCHOOL's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Limited-English Proficiency (LEP) Program

WINGS CHARTER MIDDLE SCHOOL anticipates an enrollment ranging from 80-240 students. The ethnic minority in Twin Falls County, and consequently WINGS CHARTER MIDDLE SCHOOL is Hispanic. WINGS CHARTER MIDDLE SCHOOL anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. WINGS CHARTER MIDDLE SCHOOL will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

WINGS CHARTER MIDDLE SCHOOL will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. WINGS CHARTER MIDDLE SCHOOL will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP program: The Principal/designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures: WINGS CHARTER MIDDLE SCHOOL's Principal/designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

1. Program Goals
   Students whose dominant language is not English may enroll in WINGS CHARTER MIDDLE SCHOOL. Students will have access to and be encouraged to participate in all academic and extracurricular activities of WINGS CHARTER MIDDLE SCHOOL. Students will be identified by teacher or parent referral or by prior school records as an L.E.P. They will be given the I.E.L.A. and if confirmed to be L.E.P., identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

2. Student Enrollment Procedures
   WINGS CHARTER MIDDLE SCHOOL will establish the following procedure for identifying students whose language is not English.
   a. WINGS CHARTER MIDDLE SCHOOL will have registration cards for every new student that includes at least the question: What is the primary language spoken in the home?
   b. If a response is any language other than English, WINGS CHARTER MIDDLE SCHOOL will send a School/Home Language Survey (HLS) home to the parents, or have an interpreter contact the parent to complete a Home Language Survey.
   c. If the survey comes back indicating that a student may be LEP, they will be tested with the English Language Learners (ELL) Placement test within 30 days of registration or with 2 weeks (15 days) of entry into the school (if during the school year).
   d. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills
   e. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction, based on scientifically-based research."
   f. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
   g. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

3. Assessment Procedures for Program Entrance and Measurement of Progress
   a. WINGS CHARTER MIDDLE SCHOOL testing coordinator will oversee compliance with the requirements of "No Child Left Behind (NCLB)" by administering Idaho English Language Assessment (IELA) to determine a student's proficiency in the English language once they have been placed in the LEP program. This will enable WINGS CHARTER MIDDLE SCHOOL to comprehensively and accurately track LEP student growth.
   b. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
   c. The IELA will be given using pencil and paper.
   d. WINGS CHARTER MIDDLE SCHOOL will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students' level of English proficiency.

e. WINGS CHARTER MIDDLE SCHOOL's testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to WINGS CHARTER MIDDLE SCHOOL.
f. The pre-identification will take place through the same secure website of the ELL placement test.
g. WINGS CHARTER MIDDLE SCHOOL's testing coordinator will administer the IELA each spring (approximately Feb. through April).
h. WINGS CHARTER MIDDLE SCHOOL plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning
Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning
Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 - Intermediate
Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

4. Transition/Exit out of LEP Program

WINGS CHARTER MIDDLE SCHOOL will exit students out of the LEP program when they:
Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:

Idaho Standards Achievement Tests (ISATs) score that meets the "Basic" level; OR
Demonstrate access to mainstream content curriculum in one of the following ways:

- Consistent proficient scores on grade level benchmark unit assessments; or
- Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed "proficient" on the IELA, but are not yet at the "proficient" level on the ISAT. These are two different measures of achievement and have two different definitions.

Taking into consideration the State recommended exit criteria, WINGS CHARTER MIDDLE SCHOOL will detail their district exit criteria on their annual LEP Plans which are approved by Board and submitted to the LEP Program manager June 30th of each year.

E. Plan for Dual Enrollment Participation

Students enrolled in WINGS CHARTER MIDDLE SCHOOL will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

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

TAB IV
A. Measurable Student Educational Standards
Ref. Idaho Code 33-5202 (3) (b)

WINGS CHARTER MIDDLE SCHOOLhas established educational standards for all students. For the sake of data collection and monitoring, continuously enrolled students are defined as any student who is enrolled by October 15th of the current school year and participates in the required testing. The academic educational standards include the following standards:

1. As measured using the Idaho Growth Model and the Star ratings calculations:70% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading. (Note: In 2012 this percentage was 50%.)
2. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of math. (Note: In 2012 this percentage was 18%.)
3. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of language. (Note: In 2012 this percentage was 20%.)
4. The reading, math and language median SGP for Wings Charter School will be equal to or greater than other Magic Valley Middle Schools where our students would be attending. Those schools include Robert Stuart Middle School, Twin Falls Bridge Academy, Jerome Middle School, Filer Middle School, Kimberly Middle School.
5. Wings Charter Middle School overall Star Rating will be equal to or greater than 54 points.

1. Personal Goal: 75% of continuously enrolled students will show personal growth as measured by a pre/post skills inventory.

B. Measurement of Student Progress
Ref. Idaho Code 33-5205 (3) (c) and (d)

We will evaluate the goals set forth above by comparing standardized test scores for individual students from the ISAT Alternate and ISAT/SBAC or other state achievement testwith the student's previous performance on said assessments to measure the growth of student learning on an annual basis using the Idaho Growth Model.

In addition, all students will be monitored on formative and summative classroom assessments with the goal of 60% of students achieving satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Although this type of assessment is not standardized and may be viewed by some as too subjective, classroom assessment tools will be an ongoing development starting the first day of school and give teachers immediate data to guide instruction. When WINGS CHARTER MIDDLE SCHOOL is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, Staff will also review student accomplishment records to direct their teaching efforts most effectively.

Due to the focus on social and emotional growth, checklists, surveys and behavior tracking assessments will be utilized to document growth in the development of the "whole" child.

C. Standardized Testing

Statewide Assessments

The students at WINGS CHARTER MIDDLE SCHOOL will be evaluated using the same standardized tests as other Idaho public school students.

Additional Assessments

Additional yearly assessment tools may be required as determined by the WINGS CHARTER MIDDLE SCHOOL Board.

Reporting of Student Test Results

Staff will report results of the following student tests to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between WINGS CHARTER MIDDLE SCHOOL, state, and national averages

Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or school-developed criteria.

D. Accreditation

The WINGS Charter Middle School will not pursue accreditation according to Section 33-5205(3)(e), Idaho Code and IDAPA 08.02.02 "Rules Governing Uniformity: Section 140 and to the State Board of Education accreditation rules which were changed in the August 2007 State Board of Education meeting to optional for middle schools beginning in 2007-2008.

E. Need of Improvement

Student learning is the primary focus for WINGS CHARTER MIDDLE SCHOOL. A Strategic Plan will be in place as part of our Federal Programs Review process with the State of Idaho. The Strategic Plan will be developed by the WINGS CHARTER MIDDLE SCHOOL Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB

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

TAB V

A. Governance Structure

In following the description of needed governance as outlined in Section 33-5205(3)(f), Idaho Code, the WINGS Charter Middle School Board of Directors will include board members who are businesspersons, parents, individuals with previous experience in education, and allied professionals.

The WINGS Charter Middle School shall be organized and managed according to the Idaho Non-profit Corporation Act. The By-laws are attached to this document under Appendix N.

The WINGS Charter Middle School Board of Directors will employ an administrator (principal, head teacher, or executive director, depending on student population) who will be in charge of daily operations and report directly to the Board of Directors for the Charter School.

The Board's role can be described as policy making, evaluating, and overseeing the financial means by which the educational programs will be conducted. The Board has the ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

Upon approval, WINGS CHARTER MIDDLE SCHOOL will be liable for all acts, omissions, debts or other obligations. Upon approval, WINGS CHARTER MIDDLE SCHOOL will secure and maintain insurance for liability, errors and omissions, and property loss. Insurance for liability will be obtained. Property insurance will be the responsibility of the WINGS Charter Middle School.

Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. WINGS CHARTER MIDDLE SCHOOL may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as employees, directors and officers of traditional public schools.

B. Parental Involvement

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

The WINGS Charter Middle School charter school developers believe that the social, emotional, and physical development of a student cannot be separated from his/her academic performance. Accordingly, the school will support the "whole child" by fostering a collaborative relationship between school and family.

Family participation at WINGS Charter Middle School is not required as a condition for enrollment, but will include an opportunity for parents/guardians to provide information regarding the student's social, medical, developmental, and academic history for integration into a "case history" for their child and supporting the student's learning by co-designing the student's Individual Learning Plan (ILP) and may further include:

- Participating in and attending school functions, such as workshops and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.
- Attending student exhibitions.

C. Annual Audits

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

During the March or April Board meeting, WINGS CHARTER MIDDLE SCHOOL's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two WINGS CHARTER MIDDLE SCHOOL parents, and two person at large (not affiliated with WINGS CHARTER MIDDLE SCHOOL) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students. The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB VI

A. Hiring Qualifications of Staff

As outlined in Section 33-130, Idaho Code, all staff members will be required to submit to a criminal history check and the fingerprint card will be sent to the Office of Certification at the State Department of Education.

The instructional staff of WINGS Charter Middle School shall be certified according to laws and rules of Section 33-5205(3)(g), Idaho Code for the certification of academic and special education instructors.

The classified staff shall be hired in accordance with state and federal requirements.

The WINGS Charter Middle School Principal will have expertise and experience in meeting the needs of students who learn differently.

All employees will comply with the Idaho State Board of Education approved professional codes and standards. This includes the Idaho Professional Standards Commission Code of Ethics. Special Education teachers will hold special education credentials.

The WINGS Charter Middle School Board of Directors may enact personnel policies to further clarify staff qualifications.

Instructors shall be hired on a written contract in a form approved by the state superintendent of public instruction conditioned upon a valid certification being held by such professional personnel.

B. Health and Safety of Students and Staff

WINGS CHARTER MIDDLE SCHOOL complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in WINGS CHARTER MIDDLE SCHOOL's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of WINGS CHARTER MIDDLE SCHOOL's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix)
5. Substance- and Alcohol-Free Workplace Policy (See Drug Policy in "Health and Safety Policies & Procedures" section in Student Handbook)
6. Tobacco-Free Policy (See Appendix)
7. Weapons Policy (See Code of Conduct in "Health and Safety Policies & Procedures" section in Student Handbook)
8. Medication Administration Policy (See Appendix)
9. Discipline Policies (See Tab VII and Discipline Procedures in "Health and Safety Policies & Procedures" section in Student Handbook for additional information*)*, including, but not limited to, Truancy, Detention, Suspension, and Expulsion.

C. Benefits for Staff

In keeping with Section 33-5205(3)(m), Idaho Code, all WINGS Charter Middle School employees who qualify will be enrolled in PERSI, federal social security, and unemployment insurance, worker's

compensation insurance and health insurance. All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. WINGS CHARTER MIDDLE SCHOOL will make all employer contributions as required by PERSI, and Federal Social Security. WINGS CHARTER MIDDLE SCHOOL will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. WINGS CHARTER MIDDLE SCHOOL will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer Rights of Staff

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

E. Collective Bargaining Status

The staff of WINGS Charter Middle School shall be considered a separate unit for the purposes of collective bargaining as outlined in Section 33-5205(3)(p), Idaho Code.

F. Teachers and Administrators Under Contract

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

TAB VII
A. Admission Procedures

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

Enrollment Deadline

WINGS CHARTER MIDDLE SCHOOL will establish an enrollment deadline by which date all requests for admission to attend WINGS CHARTER MIDDLE SCHOOL for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend WINGS CHARTER MIDDLE SCHOOL. In the case of a family with more than one student seeking to attend WINGS CHARTER MIDDLE SCHOOL, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, WINGS CHARTER MIDDLE SCHOOL on or before the enrollment deadline, as set by WINGS CHARTER MIDDLE SCHOOL. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in WINGS CHARTER MIDDLE SCHOOL, address, and telephone number of each prospective family.

If the initial capacity of WINGS CHARTER MIDDLE SCHOOL is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to WINGS CHARTER MIDDLE SCHOOL, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by WINGS CHARTER MIDDLE SCHOOL will be permitted to participate in the equitable selection process.

Admissions Preference

WINGS CHARTER MIDDLE SCHOOL will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to WINGS CHARTER MIDDLE SCHOOL, students of founders, siblings of students already selected to attend WINGS CHARTER MIDDLE SCHOOL, and those in the primary attendance area.

Founders will be defined as those persons:

a. involved in the initial writing of the petition for the Charter of WINGS CHARTER MIDDLE SCHOOL, by:

i. researching start-up facilities sites
ii. budget planning
iii. writing policies and definitions

b. Those individuals who have made a significant contribution to the development and establishment of WINGS CHARTER MIDDLE SCHOOL as defined by the Board.

Priority of Preferences for Initial Enrollment

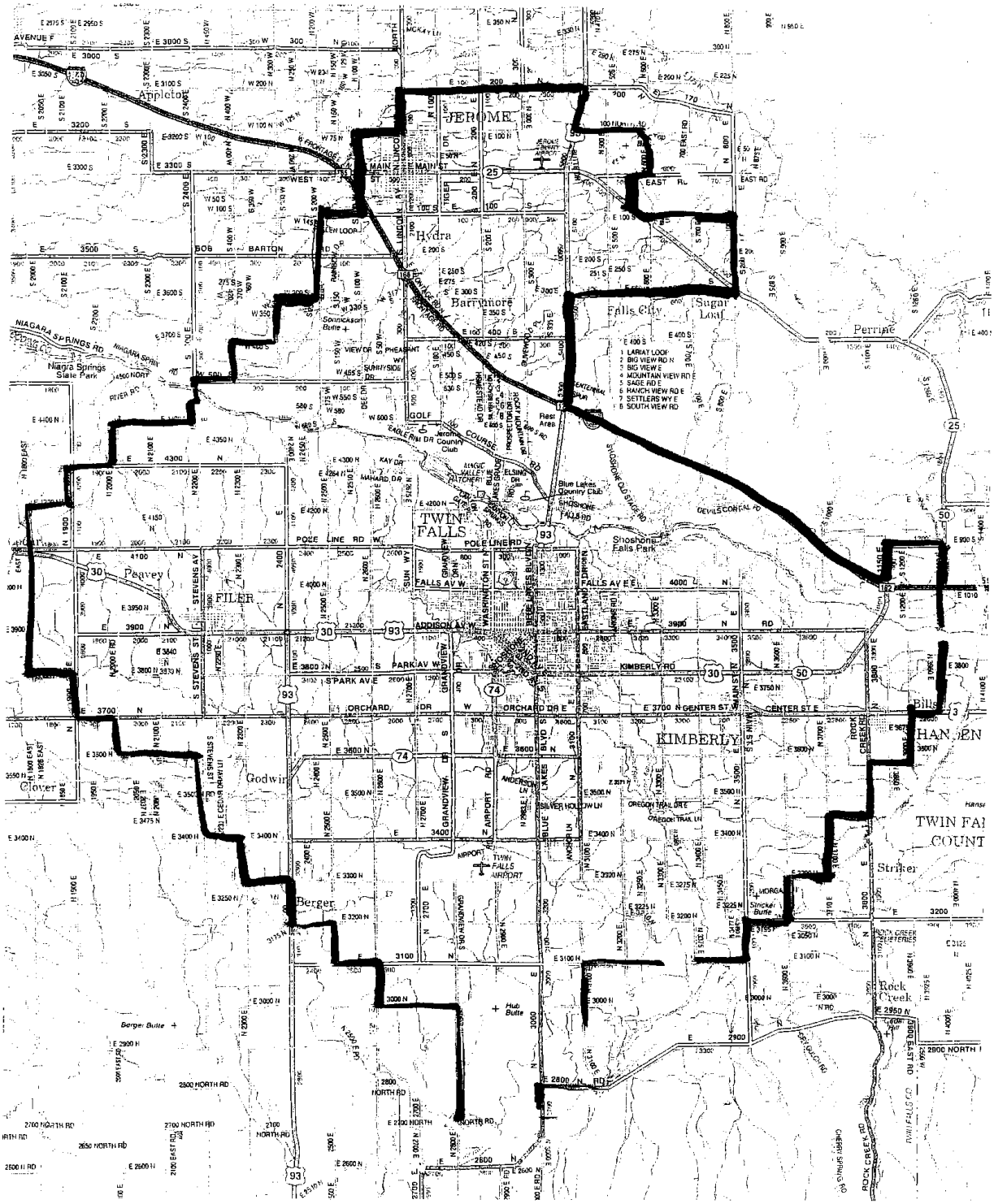
1. Selection Hierarchy - Admission preferences for initial enrollment of students for WINGS CHARTER MIDDLE SCHOOL will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. Attendance Areas -The primary attendance area for WINGS CHARTER MIDDLE SCHOOL will be all areas included inside the boundaries drawn on the “Attendance Area Map” and is inclusive of residences on each side of the road boundaries. Those boundaries are fifteen miles by road from the physical location of the school at 771 North College Road, Twin Falls, Idaho. The road boundaries inclusive of residences on each side of the road are as follows:

Going in a counterclockwise direction starting at 200 North in Jerome, ID and including the residences on each side of the road:

200 North to Lincoln Ave to 75 North to 100 West to 100 South t 200 West to 300 South to 300 West to 400 South to 400 West to 500 South to Snake River Canyon to 2200 East to 4400 North to 2000 East to 4300 North to 1900 East to 4200 North to 1800 East to 3800 North to 1900 East to 3700 North to 2000 East to 3600 North to 2200 East to 3400 North to 2300 East to 3300 North to 2400 East to 3200 North to 2500 East to 3100 N to 2600 East to 3000 North to 2800 East to 2700 North to 3000 East to 2800 North to 3100 East to 3100 North to 3500 East to 3200 North to 3600 East to 3300 North to 3700 East to 3450 North to 3800 East to 3600 North to 3900 East to 3700 North to 4000 East to Snake River Canyon to 1300 East to 900 South to 1150 East to I-84 to Hwy 93 to 300 South to 800 East to 100 South to Hwy 25 to 500 East to West Main to 800 East to 100 North to Hwy 93 to 200 North

Please see Attendance Zone Map.


JEROME
Hydra
Barrymore
Falls City
Sugar Loaf
Perrine
TWIN FALLS
Shoshone Falls Park
Blue Lakes Country Club
Jerome Country Club
Peavey
FILER
KIMBERLY
Godwin
Clover
Berger
Striker
Rock Creek
Niagara Springs State Park
Appleton
POLE LINE RD
FALLS AV W
FALLS AV E
ADDISON AV W
PARK AV W
SPARK AV E
ORCHARD DR W
ORCHARD DR E
CENTER ST E
KIMBERLY RD
MAIN ST
EAST RD
BOB BARTON
GOLF COURSE
TWIN FALLS AIRPORT
Berger Butte
Hub Butte
Sunnicksom Butte
Stricker Butte

3.Re-enrollment - Once enrolled in WINGS CHARTER MIDDLE SCHOOL, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

Priority Preferences for Subsequent Enrollment Periods
WINGS CHARTER MIDDLE SCHOOL will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code.

Proposed Attendance List
Each year WINGS CHARTER MIDDLE SCHOOL will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which WINGS CHARTER MIDDLE SCHOOL will designate admission preferences applicable to each prospective student. The columns might designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

Provision for Over Enrollment: Equitable Selection Process
If the initial capacity of WINGS CHARTER MIDDLE SCHOOL is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then WINGS CHARTER MIDDLE SCHOOL will determine who will be offered admission to WINGS CHARTER MIDDLE SCHOOL by conducting a fair and equitable lottery selection process.

Final Selection List
The names of the persons in highest order on the final selection list will have the highest priority for admission to WINGS CHARTER MIDDLE SCHOOL in that grade, and will be offered admission to WINGS CHARTER MIDDLE SCHOOL in such grade until all seats for that grade are filled.
1. Notification and Acceptance Process

a. Within seven days after conducting the selection process, WINGS CHARTER MIDDLE SCHOOL will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to WINGS CHARTER MIDDLE SCHOOL. The offer letter must be signed by the student’s parent, and returned to WINGS CHARTER MIDDLE SCHOOL by the date designated in the offer letter from WINGS CHARTER MIDDLE SCHOOL.

b. Within seven days after conducting the selection process, WINGS CHARTER MIDDLE SCHOOL will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

d. If a student withdraws from WINGS CHARTER MIDDLE SCHOOL during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

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

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

Amendments
WINGS CHARTER MIDDLE SCHOOL has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

B. Disciplinary Procedures including Special Education Students

Due Process
When school begins in the fall of each year, the Principal/Designee will review with staff and students WINGS CHARTER MIDDLE SCHOOL's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

Consequences
Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:
1. Student conference with the Principal.
    a. Loss of privileges
    b. Detention (lunch hour or before or after school)
    c. Phone call to parent
    d. Letter sent to the parent
    e. Student and parent conference with Principal
    f. Suspension from extracurricular activities
    g. In-school suspension
    h. Out-of-school suspension
    i. Referral to Status Offenders Service
        i. Behavioral
        ii. Attendance
        iii. Truancies, etc.
    j. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for expulsion
The Principal determines appropriate consequences for infractions. Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

Suspension Policy
The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process as stated in I.C. 33-205.

***Temporary Suspension*:**
WINGS CHARTER MIDDLE SCHOOL's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of WINGS CHARTER MIDDLE SCHOOL. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to WINGS CHARTER MIDDLE SCHOOL by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to WINGS CHARTER MIDDLE SCHOOL by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

***In-school Suspension*:**
In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

Expulsion Policy
WINGS CHARTER MIDDLE SCHOOL will follow Idaho Code 33-205 which details the expulsion procedures required by law.

Reenrollment to School Following Expulsion
A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. WINGS CHARTER MIDDLE SCHOOL's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

C. Procedures for Students Using Controlled Substances

WINGS Charter Middle School recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in Student Handbook)

D. Public School Alternative

Because WINGS Charter Middle School is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located within the attendance area of WINGS CHARTER MIDDLE SCHOOL will have the option to enroll in existing public schools presently serving the area. No student will be required to attend WINGS CHARTER MIDDLE SCHOOL.

E. Enrollment Opportunities

In accordance with Idaho Code, all advertising and promotion processes for WINGS Charter Middle School will include the dissemination of enrollment information, in English and possibly other

language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by WINGS CHARTER MIDDLE SCHOOL each year, to be posted in highly visible and prominent locations within the area of attendance of WINGS CHARTER MIDDLE SCHOOL. In addition, we will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the WINGS CHARTER MIDDLE SCHOOL area(s) of attendance. WINGS CHARTER MIDDLE SCHOOL will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in WINGS CHARTER MIDDLE SCHOOL, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

F. Denial of School Attendance

WINGS Charter Middle School is a public school, open to all students based on the provisions provided within this petition. Strict adherence to WINGS CHARTER MIDDLE SCHOOL's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of WINGS CHARTER MIDDLE SCHOOL's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition. Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in WINGS CHARTER MIDDLE SCHOOL. Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

G. Student Handbooks

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the mission and vision of WINGS Charter Middle School, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy. All new students will receive a copy of the student handbook upon enrollment. A copy of the current version of the student handbook can be found in the appendix. The student handbook also outlines the guidelines for the Middle School Credit Policy for 7th and 8th graders.

TAB VIII
A. Detailed Business Plan

Business Description

The Southern Idaho Learning Center has written the initial petition for a Charter for WINGS Charter Middle School and have recruited and appointed an initial Board of Directors. The founding organization will continue to be a partner in helping the School fulfill the purpose and mission of the charter.

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

Marketing Plan

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

Advertising for WINGS CHARTER MIDDLE SCHOOL may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.
2. Brochures promoting the curriculum and methods used at WINGS CHARTER MIDDLE SCHOOL.
3. Public informational meetings about WINGS CHARTER MIDDLE SCHOOL held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

Management Plan

Operations

WINGS Charter Middle School will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional middle school with grades 6-8. The Principal/Head Teacher will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration,

Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

Class Size

WINGS CHARTER MIDDLE SCHOOL will be a small school. WINGS CHARTER MIDDLE SCHOOL plans to open offering grade 6, adding a grade each subsequent year depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. In our initial school year we will have a cap of 65 students, sixth grade. We believe that students benefit from a small school setting. Our classes will have no more than 32 students with ideal class sizes around 20. In subsequent school years the target for the lottery drawing and enrollment per grade level is 80 students or total enrollment of 240 students. After the yearly lottery, unfilled slots in a grade level may then be filled by students at another grade level who are on a waiting list as long as total enrollment cap of 240 students is not exceeded. Returning students will be given first priority for openings in the fall. If attrition does not reduce the numbers of students below 80 for a grade level, then those students will still be given priority for returning to Wings Charter Middle School by reducing the number of open slots in 7th grade or by not filling all of the open spots for incoming sixth graders.

Caps for School Population for the Lottery Process

Year Grades	**6**	**7**	**8**	**Total**
2009-10	65	0	0	65
2010-11	80	80	0	160
2011-12	80	80	80	240
2012-13	80	80	80	240

Resumes of the Directors of the Non-Profit Corporation

See Appendix O

WINGS Charter Middle Schools Financial Plan

Five Year Operating Budget Form

See Appendix H

First Year Month-by Month Cash Flow Form

See Appendix H

B. Transportation Services

WINGS CHARTER MIDDLE SCHOOL will provide transportation for students residing within Twin Falls School District if they live over 1.5 miles from the school and/or if they qualify for safety busing. The parents of students residing in other school district boundaries will responsible for their own children's transportation, with no reimbursement, unless the school board determines the residence of the student is within its attendance zone and that there is a sufficient number students to set up a centralized bus stop at a location agreed upon by Wings Charter School and the bus contractor

C. School Lunch

The Wings Charter Middle School will be providing sack lunches through the Twin Falls School District as long as parties are in agreement. If this option to partner with TFSD no longer is an option, then alternatives options will be sought to provide lunches to the students.

TAB X

A. Partnerships

The WINGS Charter Middle School has partnerships with the following:

- Curriculum Development - to be contracted summer and fall 2008 with funding from the Vision Grant and coordinated with surrounding school districts when possible
- Special Education –services will be contracted as needed.
- Transportation – will be contracted
- Meals – will be provided through a contracted service
- Legal – will utilize Idaho School Boards Association counsel as needed
- Accounting – the first year the fiscal agent will be contracted, WINGS Charter Middle School will employ its own business manager in subsequent years.

B. Additional Information

WINGS Charter Middle School was born out of frustration that a number of middle school students who were bright but not necessarily traditional learners needed a different focus if they were to succeed in high school. It is the intent of the school to work with middle school students intensively so that they can succeed in high school.

The School has the backing of a number of interested persons including those who have children or relatives with some type of learning disability. The following persons have agreed to serve on the Wings Charter Middle School Board of Directors:

- Claire Major, BA, MS, graduate of Uof I, assistant director of the ARTEC Charter School, former teacher, and Past President of the Idaho School Boards Association
- Dr. Cory Alexander, MD, interested person in specialized education
- Susanne Cooper, MSW, CSUS, LCSW, employed at Department of Heath & Welfare
- Tony Adkins, CPA, Adkins & Associates Chtd.
- Jerry Doggett, EdSPC, graduate of ISU, retired Superintendent
- Bren Mollerup,BA, TO, Attorney with Benoit, Alexander, Harwood & High, LLP
- Vera Redman, BA, TO, retired
- Kathy Tanaka, graduate of Uof CA at Davis, retired

C. Termination of the Charter

It is the responsibility of the Board of WINGS Charter Middle School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. The Authorized Chartering Entity and WINGS CHARTER MIDDLE SCHOOL will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan. Copies of any complaints filed against WINGS CHARTER MIDDLE SCHOOL, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by WINGS CHARTER MIDDLE SCHOOL.

Dissolution

Dissolution of WINGS Charter Middle School will be conducted by WINGS CHARTER MIDDLE SCHOOL's Board and will follow the Articles of Incorporation as stated under Tab 1, Item A. In the event of dissolution of the school, all parents will be notified in writing. WINGS CHARTER MIDDLE SCHOOL will offer advice in the placing of students in alternate education settings.

Disposal of Assets

"Upon the winding up and dissolution of this school, after paying or adequately providing for the debts and obligations of the Corporation as they pertain to the school, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed to the chartering entity. Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors. Upon the dissolution of this 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 corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such Corporation or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Creditors will be paid from the assets of the Wings Charter School, Inc., in the event that funds and other assets are insufficient to pay creditors, agreements will be reached with creditors or the Idaho bankruptcy laws will govern the financial outcome. In the event and to the extent that remaining funds and assets exceed existing debt, assets shall be divided among home school districts according to the number of FTE Wings Charter School students participating in the Wings Charter School during the last year of operation.

Payment of Creditors
The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

Transfer of Student Records
It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission

Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1st Year Cash Flow	Update the 1st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

FILED EFFECTIVE

ARTICLES OF AMENDMENT
(Non-profit)

09 MAR 16 AM 9:35

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is:

Southern Idaho Learning Center Lab School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

Amend Article I to read:

The name of this corporation is WINGS CHARTER MIDDLE SCHOOL, INC., hereinafter called the "Corporation".

Amend Article V to read:

The purpose of the WINGS CHARTER MIDDLE SCHOOL, INC. is to provide a quality, effective, non-traditional middle school education that recognizes and utilizes each student's unique learning style to realize his/her full intellectual potential and enjoy learning, particularly those with learning problems.

Amend the footers to read ARTICLES OF INCORPORATION OF WINGS CHARTER MIDDLE SCHOOL, INC.

3. The date of adoption of the amendment(s) was: March 5, 2009

4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

a. The number of directors entitled to vote was: 9
b. The number of directors that voted for each amendment was: 9
c. The number of directors that voted against each amendment was: _____

☐ The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: _____

b. The number of members that voted for each amendment was: _____

c. The number of members that voted against each amendment was: _____

Dated: 3-12-09

Signature: _____

Typed Name: Armand Eckert

Capacity: Secretary/Treasurer

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corp\corpforms\artsofamendment_np.pmd
Revised 10/2003

IDAHO SECRETARY OF STATE
03/16/2009 05:00
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1 @ 30.00 = 30.00 NON PROF A # 3
1 @ 1.00 = 1.00 CORP FORFI # 4

C178698

FILED EFFECTIVE

08 MAY 23 AM 8:45

SECRETARY OF STATE
STATE OF IDAHO

ARTICLES OF INCORPORATION
OF
SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC.

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

ARTICLE I
NAME

The name of this corporation is SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC., hereinafter called the "Corporation."

ARTICLE II
NOT FOR PROFIT

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

ARTICLE III
ADDRESS

The principal office of the Corporation is located at 564 Shoup Avenue West, Twin Falls, Idaho 83301.

ARTICLE IV
DURATION

The duration of the corporation is perpetual.

C178698

IDAHO SECRETARY OF STATE
05/23/2008 05:00
CK: 6351 CT: 226297 BH: 1116565
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ARTICLE V
PURPOSE AND POWERS OF THE CORPORATION

The purpose of the SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC., is to provide a quality, effective, non-traditional middle school education that recognizes and utilizes each student's unique learning style to realize his/her full intellectual potential and enjoy learning, particularly those with learning problems.

To achieve these purposes, the Directors and Officers shall be allowed to:

(a) Exercise all of the powers and privileges and to perform all of the duties and obligations of the Corporation as set forth in that certain By-Laws of the Southern Idaho Learning Center Lab School, Inc.

(b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation;

(c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation;

(d) Participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and

(e) Have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-Profit Corporation Laws of the State of Idaho by law may now or hereafter have or exercise.

ARTICLE VI
MEMBERSHIP

There shall be no Membership in the corporation.

ARTICLE VII
BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors at meetings duly held pursuant to the By-Laws and at which a quorum is present in person or by proxy. A quorum shall consist of at least three Directors present in person or by proxy. The Board, by majority vote, may remove any officer of the Corporation.

At the first regular meeting the members shall elect Directors for terms of one, two and three years. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

The directors shall serve staggered terms to maintain continuity on the Board. No more than three (3) existing Directors shall be replaced in any given calendar year.

ARTICLE VIII
DISSOLUTION

The Corporation may be dissolved only upon compliance with one of the following conditions:

(a) One or more public agencies assuming all duties and responsibilities of the Corporation; or,

(b) Merger or consolidation with a similar non-profit corporation to carry out the duties and responsibilities of the Corporation including the specific financial accounts as required by the By-Laws and/or the Declaration.

(c) Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors. Upon the dissolution of this 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 corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such Corporation or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX
DIRECTORS

The name and address of the initial board of Directors are as follows:

JOAN EDWARDS	5027 N. Quail Summit Way Boise, ID 83703
NANCY KOONCE	267 Fillmore Street. Twin Falls, ID 83301
FRED DECKER	4202 N. 2100 E. Filer, ID 83301
CLAIRE MAJOR	814 Michigan St. Twin Falls, ID 83301
ARMAND ECKERT	716 B E. 4900 N. Buhl, ID 83316
TARA DESMOND	2851 Poleline Rd. E. Twin Falls, ID 83301
CORY ALEXANDER, M D	488 Blue Lakes Blvd N, Ste 102 Twin Falls, ID 83301

ARTICLE X
REGISTERED AGENT

Melody Lenkner, whose address is 3023-C 3400 East, Twin Falls, ID 83301, is hereby appointed the initial registered agent of this Corporation.
&
Incorporator

ARTICLE XI
LIMITATION

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Directors or Officers, but 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 in Article V (Purposes) hereof.

ARTICLE XII
OFFICERS

The Officers of the Corporation shall consist of a President, Vice President Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the Board of Directors (and may be removed by the Board of Directors) at such time and in such manner as may be prescribed by the By-Laws.

ARTICLE XIII
AMENDMENT

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those Directors casting two-thirds (2/3) of the votes of the Corporation membership at any regular Director's meeting called specifically for that purpose.

ARTICLE XIV
INDEMNIFICATION

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of Idaho.

ARTICLE XV
BY-LAWS

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors.

IN WITNESS WHEREOF the undersigned have signed these Articles of Incorporation on this 21st day of May, 2008.

Melody Lenkner, Incorporator

STATE OF IDAHO)
) ss.
County of Twin Falls)

On this 22st day of May, 2008, before me, the undersigned, a Notary Public in and for said State, personally appeared Melody Lenkner, known to me to be the Incorporator of Southern Idaho Learning Center Lab School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

AMANDA PLEW NOTARY PUBLIC STATE OF IDAHO

NOTARY PUBLIC
Residing at: Kimberly
My Commission Expires: Nov 23 2011

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as Registered Agent of SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC. which is contained in the foregoing Articles of Incorporation.

Dated this 21st day of May, 2008.

Melody Lenkner, Registered Agent
3023-C East 3400 North
Twin Falls, Idaho 83301

ARTICLES OF AMENDMENT
(Non-profit)

FILED EFFECTIVE

08 JUL 17 AM 8:39

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is:

Southern Idaho Learning Center Lab School, Inc

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

See Attached

3. The date of adoption of the amendment(s) was: 7-10-08

4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

a. The number of directors entitled to vote was: _____

b. The number of directors that voted for each amendment was: _____

c. The number of directors that voted against each amendment was: _____

☐ The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: _____

b. The number of members that voted for each amendment was: _____

c. The number of members that voted against each amendment was: _____

Dated: 7-14-08

Signature: Claire Major

Typed Name: Claire Major

Capacity: President

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

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Revised 10/2003

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IDAHO SECRETARY OF STATE
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AMENDED ARTICLES
OF
SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC.

ARTICLE VII
BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors at meetings duly held pursuant to the By-Laws and at which a quorum is present in person or by proxy. A quorum shall consist of at least three Directors present in person or by proxy. The Board, by majority vote, may remove any officer of the Corporation.

The initial Board of Directors shall be appointed by the incorporators of the Corporation. Thereafter the Directors shall be appointed by the Board of Directors for terms of one, two and three years. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

The directors shall serve staggered terms to maintain continuity on the Board. No more than three (3) existing Directors shall be replaced in any given calendar year.

ARTICLE VIII
DISSOLUTION

The Corporation may be dissolved only upon compliance with one of the following conditions:

(a) One or more public agencies assuming all duties and responsibilities of the Corporation; or,

(b) Merger or consolidation with a similar non-profit corporation to carry out the duties and responsibilities of the Corporation including the specific financial accounts as required by the By-Laws and/or the Declaration.

(c) Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors. Upon the dissolution of this Corporation or the event of a charter revocation remaining assets shall be distributed to the chartering entity

ARTICLE XIII
AMENDMENT

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those Directors casting two-thirds (2/3) of the votes of the Directors at any regular Director's meeting called specifically for that purpose.

ARTICLE IX
DIRECTORS

The name and address of the incorporators and initial board of Directors are as follows:

JOAN EDWARDS	5027 N. Quail Summit Way Boise, ID 83703
NANCY KOONCE	267 Fillmore Street. Twin Falls, ID 83301
FRED DECKER	4202 N. 2100 E. Filer, ID 83301
CLAIRE MAJOR	814 Michigan St. Gooding, ID 83330
ARMAND ECKERT	716 B E. 4900 N. Buhl, ID 83316
TARA DESMOND	2851 Poleline Rd. E. Twin Falls, ID 83301
CORY ALEXANDER, M D	488 Blue Lakes Blvd N, Ste 102 Twin Falls, ID 83301

BYLAWS
OF
WINGS CHARTER MIDDLE SCHOOL, INC.
as amended July 10, 2008
as further amended March 5, 2009

ARTICLE I. GENERAL

Section 1. Name.
This Corporation shall be known as the WINGS CHARTER MIDDLE SCHOOL, INC.

Section 2. Purpose.
The purpose of the Corporation is to provide an appropriate educational experience for middle school students with language-based and/or math-based learning differences that enables them to acquire language and math skills, while instilling a joy of learning and utilizing each student's unique learning style to realize his/her full personal potential.

Section 3. Activities.
The Corporation shall be restricted to activities of the nature consistent with the purposes of the Corporation. No part of the net earnings of the Corporation shall inure to the benefit of any private person or organization. No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation. The Corporation shall not participate in or intervene in or publish or distribute statements in any political campaign on behalf of any candidate for public office.

ARTICLE II. OFFICES

Section 1. Offices.
The principal office of the Corporation is at 771 North College Road, Twin Falls, ID 83301. Said office may be changed from time to time by the Board of Directors, and the Corporation may have such additional offices as the Board of Directors may designate or as the activities of the Corporation may require from time to time.

Section 2. Registered Office. The registered office of the Corporation required by the Idaho Law to be maintained in the State of Idaho shall be identical with the principal office in the State of Idaho.

Section 3. Registered Agent. The registered agent of the corporation required by the Idaho Law shall be an individual resident of the State of Idaho. The registered agent of the Corporation may be changed from time to time by the Board of Directors.

ARTICLE III. BOARD OF DIRECTORS

Section 1. Number.
The Board of Directors shall consist of not less than five (5) nor more than nine (9) board members. Beyond these limits, the number of Directors of the Corporation may be increased or decreased from time to time by amendment of the By-Laws. At least one of the members should be a representative of Wings Charter Middle School, Inc. No decrease in the number of Directors shall have the effect of shortening the term of office of any incumbent Director.

Section 2. Staggered Terms and Term of Office

a. In accordance with the structure as previously established, the Board of Directors shall be divided into thirds as nearly equal in number as possible. At each annual meeting of the Board of Directors, the number of directors equal to the number of the class whose term expires at the time of such meeting shall be elected to hold office until January 1st following the third anniversary of the election period.

b. Each Director solely elected shall serve a three (3) year term.

c. Directors shall be eligible for re-election.

Section 3. Election.
Directors shall be elected by a majority of the Directors of the Corporation at a meeting called for that purpose. The election process shall adhere to the following schedule: The selection of nominated Directors and officers will be completed by June 20th, and the election of Directors and officers will take place by June 30th. The elected Directors and officers will begin their duties on July 1 following their election.

Section 4. Resignation.
Any director of the Corporation may resign at any time, either by oral tender of resignation at any meeting of the Board of Directors or by giving written notice to the secretary of the Corporation. With respect to any resignation, the resignation

shall take effect at the time specified and, unless otherwise specified, acceptance shall not be necessary to make it effective.

Section 5. Removal.
A Director may be removed, with or without cause, by a vote of two-thirds of the remaining Board of Directors.

Section 6. Vacancies.
Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of Directors shall be filled by the Board of Directors. A Director appointed to fill a vacancy occurring in the Board of Directors shall serve for the unexpired term of his or her predecessors in office. Directors appointed to fill vacancies occurring in the Board of Directors by reason of an increase in the number of Directors shall be divided into three groups of Directors so that the three groups of Directors remain as nearly equal in number as possible.

Section 7. General Powers.
The business and affairs of the Corporation shall be managed and controlled by its Board of Directors. Subject to the provisions of the Idaho Nonprofit Corporation Law, the Articles of Incorporation, and these Bylaws of this Corporation, the Board of Directors shall do and perform every act and thing whatsoever which it shall deem necessary, expedient, or advisable to carry out the purposes of this Corporation.

Section 8. Annual Meeting.
The annual meeting of the Board of Directors shall be held at such time as the Board of Directors shall determine for the purpose of electing officers and for the transaction of such other business as may come before the meeting. The annual meeting shall be held in time to elect Directors in a timely manner as required by these By-Laws. The annual meeting shall be in the place and at the time specified in the notice of the meeting.

Section 9. Special Meetings.
Unless otherwise provided by resolution of the Board of Directors, all meetings of the Board of Directors other than the annual meeting shall be special meetings. Special meetings of the Board of Directors may be called by or at the request of the Board of Directors, the president or the secretary, and shall be held at such place and time as the person or persons calling the meeting shall specify.

Section 10. Notice.
Written notice of the annual meeting shall be given to each director at least twenty (20) days prior thereto.
Written or oral notice of special meetings shall be given at least three (3) days prior thereto. Unless otherwise specified in the provisions of the Idaho Nonprofit Corporation Law, the Articles of Incorporation, or these Bylaws, neither the business to be transacted nor the purpose of any meeting of the Board of Directors need be specified in the notice or the waiver of notice of the meeting.

Section 11. Quorum.
One-half of the number of directors in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but, if less than one-half is present at the meeting, a majority of the directors present may adjourn and reconvene the meeting from time to time without further notice.

Section 12. Manner of Acting.
The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the provisions of the Idaho Nonprofit Corporation Law, the Articles of Incorporation, or as otherwise provided in these Bylaws. Each member of the Board of Directors, including the director presiding at the meeting of the Board of Directors, shall be entitled to one vote.

Section 13. Presumption of Assent.
Directors of the Corporation who are present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken, unless their dissent shall be entered in the minutes of the meeting, or unless they shall file their written dissent to such action with the person acting as secretary of the meeting before the adjournment thereof, or shall forward dissent by registered mail to the secretary of the Corporation immediately after adjournment of the meeting. Such right to dissent shall not apply to directors who voted in favor of the same action.

Section 14. Compensation and Expenses.
Directors shall serve without salary, but expenses incurred in connection with performance of their official duties may be reimbursed to them upon approval of the Board of Directors.

ARTICLE IV. OFFICERS

Section 1. Officers.
The officers of the Corporation shall be a president, a secretary and a treasurer, each of whom shall be elected by the Board of Directors from its membership. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors unless otherwise provided for in these Bylaws. Any two or more offices may be held by the same person except the offices of president and secretary.

Section 2. Election and Term of Office.
The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. Each officer shall hold office for one year following the annual meeting or until the officer's successor shall have been duly elected and shall have accepted office or until death or until the officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Removal.
Any officer elected by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but removal shall be without prejudice to the contract rights, if any, of the persons removed.

Section 4. Vacancies.
A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President.
The president shall preside at all meetings of the Board of Directors and at all meetings of the Executive committee. Subject to the control of the Board of Directors and the Executive Committee, the president shall be charged with the general supervision of the business and affairs of the Corporation. The president shall sign any contract or other instrument which the Board of Directors or the Executive Committee has authorized to be executed. The Board of Directors or the Executive Committee shall have authority to authorize and direct the Secretary or any other officer of the Foundation to co-sign such documents with the President or to sign such documents in lieu of the President. The Board of Directors or the Executive Committee or these By-laws may restrict or prohibit the President or any other officer from executing documents on behalf of the Corporation. The president shall perform other duties as from time to time may be prescribed by the Board of Directors.

Section 6. Secretary.
The secretary shall keep the minutes of the meetings of the members and the Board of Directors and the Executive Committee in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these Bylaws, the Articles of Incorporation or as required by law, be custodian of the Corporation's records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized, and perform all duties incident to the office of secretary and other duties as from time to time may be prescribed by the president, the Board of Directors or the Executive Committee.

Section 7. Treasurer.
If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of his or her duties in such form and with such surety or sureties as the Board of Directors shall determine. The treasurer, or his or her representative, shall have charge and custody of all Corporation funds and shall keep in books belonging to the Corporation full and accurate accounts of all receipts and disbursements, and shall deposit all money and other valuable effects in the name of the Corporation in such depositories as may be designated for that purpose by the Board of Directors. The treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for the disbursements, and shall render to the president and directors at the meetings of the council or whenever required by them an account of all transactions as treasurer and of the financial condition of the Corporation. The treasurer shall be an ex officio member of any committee of the Corporation empowered to disburse or commit funds of the Corporation.

Section 8. Additional Officers.
Officers and assistant officers, in addition to those described above, who are elected or appointed by the Board of Directors,

shall perform duties as shall be assigned to them by the the Board of Directors.

Section 9. Compensation and Expenses.
Officers shall serve without salary. Expenses incurred in connection with performance of their official duties may be reimbursed to officers upon approval of the Board of Directors or the executive committee..

ARTICLE IV. COMMITTEES

Section 1. Appointment.
The Board of Directors may appoint such committees as are deemed appropriate. Each committee shall have and may exercise such power as is set forth in the Bylaws or as may be conferred or authorized by the resolution appointing it; provided that no such committee shall have the authority to amend, alter, or repeal these Bylaws or the Articles of Incorporation; I\elect, appoint, or remove any member of any such committee or any Director officer of the Corporation; adopt a plan or merger or adopt a plan of consolidation with another corporation; authorize the sale, lease, exchange, or mortgage of all or substantial all the property and assets of the foundation; authorize the voluntary dissolution of the Foundation or revoke proceedings therefore; adopt a plan for the distribution of the assets of the foundation' or mend, alter, or repeal any resolution of the Board of Directors. The designation and appointment of any committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed upon it or them by law. The Board of Directors shall have the power at any time to fill vacancies in, to change the size or membership of, and to discharge the Executive and any other committee.

Section 2. The Executive Committee.
a. The Executive Committee shall be appointed by a majority of the Directors in office, and each member of the committee shall be a Director of the Corporation. The Executive Committee shall consist of at least four (4) Directors including the current President, who shall act as chairperson of the committee.
b. Between meetings of the Board of Directors, the Executive committee shall have and exercise the authority of the Board of Directors in the management of the Corporation, except as to matters concerning which the Board of Directors if required to act by law or by the Articles of Incorporation or by these Bylaws. The Executive Committee shall consult with and advise the President on all matters concerning the affairs of the Corporation and shall have and exercise specific powers and perform specific duties as prescribed by the Bylaws or as the Board of Directors shall from time to time prescribe or direct. Action may be taken by the Executive Committee without a meeting by unanimous written consent.

Section 3. Standing Committees
In addition to the Executive Committee, the Corporation shall have a Finance and Investment Committee. This committee shall consist of at least one Director and may such non-Directors as may be appointed thereto by the Board of Directors. The Board of Directors may, in its discretion, from time to time appoint addit8ional Standing or Non-Standing Committees to serve the Corporation.

Section 4. Quorum.
A majority of the members of the committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the quorum present at any meeting. Each member of a committee, including the person presiding at the meetings, shall be entitled to one vote.

Section 5. Removal of members.
The authority which appointed the committee may remove at any time, with or without cause, a member of members of that committee.

Section 6. Meetings.
Members of committees shall meet at the call of the Chairperson at such place as the Chairperson shall designate after reasonable notice has been given to each committee member. Each committee shall keep minutes of its proceedings and make a written report to the Board of Directors of its action within a reasonable time.

ARTICLE VI. EMPLOYEES

Section 1. Executive Director.
The Board of Directors may appoint an executive director of the Corporation. In serving the Corporation, the executive director shall maintain for the approval of the Board of Directors plans of operation and short- term and long-range objectives for the corporation, shall counsel and advise the directors on all developments relating to the Corporation's objectives, and shall attend generally to the business and affairs of the Corporation.

ARTICLE VII. INDEMNIFICATION OF DIRECTORS, OFFICERS AND COMMITTEE MEMBERS

Section 1. Generally.

The Corporation will indemnify all persons who are or were directors, officers or members of any committee of the Corporation against any and all liability and reasonable expenses that may be incurred by such persons in connection with any claim, action, suit or proceeding or threatened claim, action, suit or proceeding whether civil, criminal, administrative or investigative by reason of the fact they are or were directors, officers or members of any committee of the Corporation if they acted in good faith and in a manner they reasonably believed to be in or not opposed to the best interest of the Corporation and with respect to any criminal proceedings if they had no reasonable cause to believe their conduct was unlawful. Liability and expenses include reasonable attorneys' fees, judgments, fines, costs and amounts actually paid in settlement. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself, create a presumption that such persons did not act in good faith and in a manner which they reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that their conduct was unlawful. The foregoing right of indemnification shall be in addition to and not exclusive of any and all other rights to which any current or former directors, officers, or committee members may be entitled under any statute, bylaw, agreement, or otherwise.

Section 2. Actions by or in the Right of the Corporation.

In the case of proceedings brought by or in the name of the Corporation, no indemnification shall be made in respect of any claim, issue or matter as to which such persons shall have been adjudged by a court of law to be liable for negligence or misconduct in the performance of their duty to the Corporation unless and only to the extent that the court in which the action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all circumstances of the case, such persons are fairly and reasonably entitled to indemnity for the expenses which the court shall deem proper.

Section 3. Method of Indemnification.

Indemnification under this Article shall be reduced by the amount of any other indemnification or reimbursement of such current or former officer, director, or committee member of the liability and expense to which indemnification is claimed. The determination that indemnification is proper shall be made by the majority vote of a quorum consisting of the members of the Board of Directors who were not parties to the proceeding. If a quorum of disinterested directors is not obtainable or, even if obtainable, a quorum of disinterested directors so directs, an independent legal opinion may be obtained. If the independent legal opinion recommends indemnification then indemnification may be authorized by the majority vote of a quorum of the Board of Directors, including Directors who were parties to the proceeding. The Board of Directors shall have power to purchase and maintain insurance on behalf of any persons who are or were an officer, director, or committee member, against any liability asserted against them and incurred by them in any such capacity or arising out of their status as such, whether or not the corporation would have the power to indemnify them against the liability under the provisions of Sections 1 and 2 of this Article.

Notwithstanding Article VIII, Section 4 below, expenses incurred for any claim, action, suit or other proceeding described in this Article may be advanced by the Corporation before the final disposition thereof upon the receipt of any undertaking by or on behalf of the recipient to repay the amount, but repayment shall be forgiven if it shall ultimately be determined that the recipient is entitled to indemnification under this Article.

ARTICLE VIII. CONTRACTS AND BANKING

Section 1. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Deposits.

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 3. Checks.

All checks, drafts or other orders for the payment of money and notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the corporation and in the manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Loans.

No loan may be made by or to this Corporation and no evidences of indebtedness shall be issued in its name unless

authorized by a resolution by the Board of Directors. Such authority may be general or confirmed to specific instances; provided, however, no loans shall be made by the Corporation to its directors, officers or members.

ARTICLE IX. GIFTS

Section 1. Acceptance of Gifts.

(a) The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest or devise for the general purpose or for any special purpose of the Corporation.

(b) The power to accept gifts rests with the Board of Directors, except when the gift is for a specific purpose and is less than the amount required to finance the capital facility and equipment cost necessary to carry out the purpose.

(c) Unless the terms expressly provide otherwise, all gifts, grants, bequests and devises shall be deemed irrevocable.

Section 2. Funds and Accounts.

All property received and accepted by the Corporation shall become part of the Corporation's property and, subject to any limitations, conditions or requirements imposed upon the gift, may be commingled with other assets of the Corporation. However, the property shall or may be placed in a separate and distinct fund or account, or several such funds or accounts, whenever the conditions, limitations or instructions of the gift, grant, bequest or devise require a separate fund or account, and whenever the Board of Directors in its judgment, determines that the property should be placed in a separate and distinct fund or account.

Section 3. Administration of Funds and Accounts.

(a) Finance and Investment Committee.

There shall be a committee of three of more persons, one of whom must be a director, appointed by the Board of Directors, known as the Finance and Investment Committee, which will have responsibility for the investment, reinvestment and general management of the assets of the funds.

(b) Investment of Funds.

Subject to the particular terms of any gift, grant, devise or bequest, the Idaho Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws and the control and direction of the Board of Directors, the Finance and Investment Committee shall have power:

(i) General. To invest and reinvest the principal and income of the funds and accounts in such securities and such property, real or personal, wherever situated, as is deemed advisable and, in making such investments, shall not be restricted to securities or other property of the character authorized or required by applicable law from time to time for trust investments.

(ii) Purchase of Property. To purchase or subscribe for any securities or other property and to retain the same in the funds and accounts.

(iii) Sale, Exchange, Conveyance and Transfer of Property. To sell, exchange, convey, transfer or otherwise dispose of any securities or other property held in the funds and accounts by private contract or at public auction. No person dealing with the committee shall be bound to see the application of the purchase money or to inquire into the validity, expediency or propriety of any such sale or other disposition.

(iv) Exercise of Owner's Rights. To vote any stocks, bonds or other securities; to give general or special proxies or powers of attorney with or without power of substitution; to exercise any conversion privileges, subscription rights or other options and to make any payment incidental thereto; to oppose or to consent to or otherwise participate in corporate reorganizations or other changes affecting corporate securities, and to delegate discretionary powers, and to pay any assessments or charges in connection therewith; and generally to exercise any of the powers of an owner with respect to stocks, bonds, securities or other property held as part of the funds and accounts.

(v) Registration of Investments. To cause any securities or other property held as part of the funds and accounts to be registered in the name of the Corporation, or, to the extent permitted by law, in the name of the nominee with or without the addition of the words indicating that the securities are held in a fiduciary capacity, and to hold any securities unregistered or in bearer form. However, the books and records of the committee shall at all times show that all such investments are part of the funds and accounts.

(vi) Lending. To lend money on adequate security and reasonable interest.

(vii) Retention of Cash. To keep such portion of the funds and accounts in cash or cash balances as the committee may from time to time deem to be in the best interest of the funds and accounts, without liability for interest thereon.

(viii) Retention of Property Acquired. To accept and retain for such time as the committee may deem advisable any securities or other property received or acquired by the Corporation hereunder, whether or not such securities or other property would normally be purchased as investments hereunder.

(c) Disbursement of Income and Principal

(i) General. Subject to the particular terms of any gift, grant, devise or bequest, the Idaho Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws, especially the limitations set forth in Article IX, Section 2, and subject to the control and direction of the Board of Directors, the disbursement of the income (or principal if appropriate) from any fund or account shall be made at such times, in such amounts, for such purposes and for the benefit of the WINGS CHARTER MIDDLE SCHOOL, INC. as the committee administering such fund or account, in consultation with the administration of the WINGS CHARTER MIDDLE SCHOOL INC. may determine.

(ii) Restriction on distribution of principal. There shall be the afore-stated restriction on distribution of principal, except when required by the terms of a particular gift, grant, devise or bequest and when specifically approved by the Board of Directors.

(d) Accounting. The Finance and Investment Committee shall submit a written account to the Board of Directors annually and at such other times as required by the board or the Executive Committee, setting forth such date and covering such period as shall from time to time be specified by the Board of Directors or the Executive Committee.

(e) General Powers of Committee. Subject to the particular terms of any gift, grant, devise or bequest, the Idaho Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws, the Finance and Investment Committee shall have the following additional powers:

(i) Execution of instruments. To authorize the execution, acknowledgement and delivery of any and all documents of transfer and conveyance and any and all other instruments that may be necessary or appropriate to carry out the powers herein granted.

(ii) Employment of agents. To employ suitable agents and to pay their reasonable expenses and compensation.

(iii) Power to do any necessary act. To do all such acts, initiate all such proceedings and exercise all such rights and privileges, although not specifically mentioned herein, as the committees may deem necessary to properly build, invest, preserve and administer the funds and accounts, and to carry out the purposes of the Corporation.

ARTICLE X. ACCOUNTING YEAR AND COMPILATION

Section 1. Accounting Year.

The accounting year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

Section 2. Compilation. At the end of the accounting year the books of the Corporation shall be closed and either compiled, reviewed or audited by a certified public accountant selected each year by the Board of Directors. The work performed by the certified public accountant shall consist of either (1) a compilation of the books; (2) a review of the books; or (3) an audit of the books. The financial report of the auditor shall be promptly mailed to each Director, and a copy thereof shall be furnished any member upon request.

ARTICLE XI. SEAL

The corporation seal shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "CORPORATE SEAL."

ARTICLE XII. AMENDMENT

The Bylaws of the Corporation may be altered, amended or repealed and new Bylaws adopted by the vote of a majority of the directors in office at any meeting of the Board of Directors.

ARTICLE XIII. CONFLICTS OF INTEREST

Section 1. Purpose

The purpose of this conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement, but not replace Section 30-3-81, Idaho Code governing conflicts of interest applicable to directors of nonprofit corporations.

Section 2. Definitions

a. Interested Person. Any director, principal officer, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

b. Financial Interest. A person has a financial interest if the person has directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

or

b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 3. Procedures.

a. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must immediately disclose the existence and nature of his or her financial interest to the Directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

b. Violations of the Conflicts of Interest Policy.

i. If the Board of Directors or committee has reasonable cause to believe that a director, officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the response of that person and making such further investigation as may be warranted in the circumstances, the Board or committee determines that that person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The undersigned, being Secretary/Treasurer of the WINGS CHARTER MIDDLE SCHOOL, INC., a corporation incorporated, organized and existing under the laws of the State of Idaho, does hereby certify that the foregoing Bylaws were duly adopted as the Bylaws of the said corporation on the 5th day of March 2009.

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Armand Eckert, Secretary/Treasurer
WINGS CHARTER MIDDLE SCHOOL, INC.

Appendix E: Board Roster

Wings Charter Middle School
October 10, 2013

Name	Office	Term (M/YY – M/YY)	Email	Phone
Pat Walker	Chair	1/13 – 1/16	fpwalker@gmail.com	208-731-2109
Kay Jones	Vice-Chair	9/13 – 9/16	Joneska60@gmail.com	208-490-4393
Dianna Cullinan	Treasurer / Secretary	11/13 – 11/16	diannacul@msn.com	208-733-2398
Tony Atkins	Member	9/09 – 9/13	tadkins@qwestoffice.net	208-734-7875
Erin Goodwin	Member	9/11 – 9/14	eryngood32@yahoo.com	208-404-9584

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Wings Charter Middle School Year Opened: 2009 Operating Term: 10/10/13 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0.00

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			0.00

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0.00
	51-75	25	45-69	25	0.00
	26-50	25	31-44	14	0.00
	0-25	25	1-30	30	0.00
					0.00

Notes

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a
Advanced Opportunity

Coursework

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible	Points Earned
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
			0.00

Notes

Measure 4b1
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0.00

Notes

Measure 4b2
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0.00

Notes

Measure 4c
Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
						0.00

Notes

MISSION-SPECIFIC GOALS

		Result	Points Possible	Points Earned
Measure 1	**Is the school helping students to improve prosocial behavior?**			
	Exceeds Standard: 86% to 100% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) inceased by one tier or more by the spring benchmark.		200	
	Meets Standard: 70% to 85% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) inceased by one tier or more by the spring benchmark.		150	
	Does Not Meet Standard: 51% to 69% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) inceased by one tier or more by the spring benchmark.		75	
	Falls Far Below Standard: Fewer than 51% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) inceased by one tier or more by the spring benchmark.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

		Result	Points Possible	Points Earned
Measure 2	**Is the school helping to improve students' motivation?**			
	Exceeds Standard: 86% to 100% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale inceased by one tier or more by the spring benchmark.		200	
	Meets Standard: 70% to 85% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale inceased by one tier or more by the spring benchmark.		150	
	Does Not Meet Standard: 51% to 69% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale inceased by one tier or more by the spring benchmark.		75	
	Falls Far Below Standard: Fewer than 51% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale inceased by one tier or more by the spring benchmark.		0	
				0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

Measure 3	Is the school helping special education students with reading-specific IEP goals improve their reading fluency?	Result	Points Possible	Points Earned
	Exceeds Standard: 81% to 100% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		100	
	Meets Standard: 65% to 80% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		75	
	Does Not Meet Standard: 51% to 64% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		50	
	Falls Far Below Standard: Fewer than 51% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		0	
				0
Notes	Individual set goals will include the establishment of each individual student's reasonable rate of improvement (ROI). Results will be reported by the school to the PCSC by October 1 of each year.			

Measure 4	**Is the school helping special education students with math-specific IEP goals improve their math concept and application skills?**	Result	Points Possible	Points Earned
	Exceeds Standard: 81% to 100% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		100	
	Meets Standard: 65% to 80% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		75	
	Does Not Meet Standard: 51% to 64% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		50	
	Falls Far Below Standard: Fewer than 51% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		0	
				0
Notes	Individual set goals will include the establishment of each individual student's reasonable rate of improvement (ROI). Results will be reported by the school to the PCSC by October 1 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b **Credentialing**	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c **Employee Rights**	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d **Background Checks**	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

25

Measure 1a — Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0.00

Notes

Measure 1b — Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0.00

Notes

Measure 1c — Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
			0.00

Notes

Measure 1d — Default

Default

	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
Does Not Meet Standard: Not applicable			
Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
			0.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a
Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		50	
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
			0.00

Notes

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
Meets Standard: Debt to Asset Ratio is less than 0.9		50	
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
			0.00

Notes

Measure 2c
Cash Flow

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	Points Possible	Points Earned
	0		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		50	
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
			0.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
Falls Far Below Standard: Not Applicable			
			0.00

Notes

WINGS CHARTER MIDDLE SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	1%	0.00
	1b	25	2%	0.00	25	1%	0.00
Proficiency	2a	75	5%	0.00	75	4%	0.00
	2b	75	5%	0.00	75	4%	0.00
	2c	75	5%	0.00	75	4%	0.00
Growth	3a	100	7%	0.00	100	6%	0.00
	3b	100	7%	0.00	100	6%	0.00
	3c	100	7%	0.00	100	6%	0.00
	3d	75	5%	0.00	75	4%	0.00
	3e	75	5%	0.00	75	4%	0.00
	3f	75	5%	0.00	75	4%	0.00
	3g	100	7%	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				**0.00**			**0.00**
% of Possible Academic Points for This School				**0.00%**			**0.00%**

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	200	13.3%	**0.00**			
Motivation	2	200	13.3%	**0.00**			
Special Education Reading	3	100	6.7%	**0.00**			
Special Education Math	4	100	6.7%	**0.00**			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				**0.00**			**0.00**
% of Possible Mission-Specific Points Received				**0.00%**			**0.00%**

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**1500**			**1750**		
TOTAL POINTS RECEIVED				**0.00**			**0.00**
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**0.00%**			**0.00%**

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**0.00**
	1b	25	6%	**0.00**
	1c	25	6%	**0.00**
	1d	25	6%	**0.00**
Financial Management & Oversight	2a	25	6%	**0.00**
	2b	25	6%	**0.00**
Governance & Reporting	3a	25	6%	**0.00**
	3b	25	6%	**0.00**
Students & Employees	4a	25	6%	**0.00**
	4b	25	6%	**0.00**
	4c	25	6%	**0.00**
	4d	25	6%	**0.00**
School Environment	5a	25	6%	**0.00**
	5b	25	6%	**0.00**
	5c	25	6%	**0.00**
Additional Obligations	6a	25	6%	**0.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE OPERATIONAL POINTS				**0.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**0.00**
	1b	50	13%	**0.00**
	1c	50	13%	**0.00**
	1d	50	13%	**0.00**
Sustainability Measures	2a	50	13%	**0.00**
	2b	50	13%	**0.00**
	2c	50	13%	**0.00**
	2d	50	13%	**0.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE FINANCIAL POINTS				**0.00%**

WINGS CHARTER MIDDLE SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.

3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.

b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

   i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.

   ii. Revised petitions shall clearly show the submission date of the revision on the title page.

   iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

   iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

   v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

   vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

    i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

    i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

Wings Charter Middle School
October 10, 2013

Wings Charter Middle School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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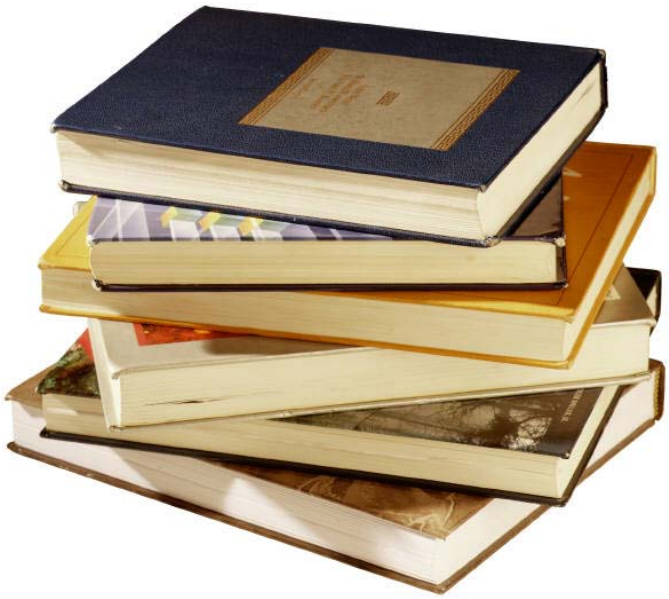


Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

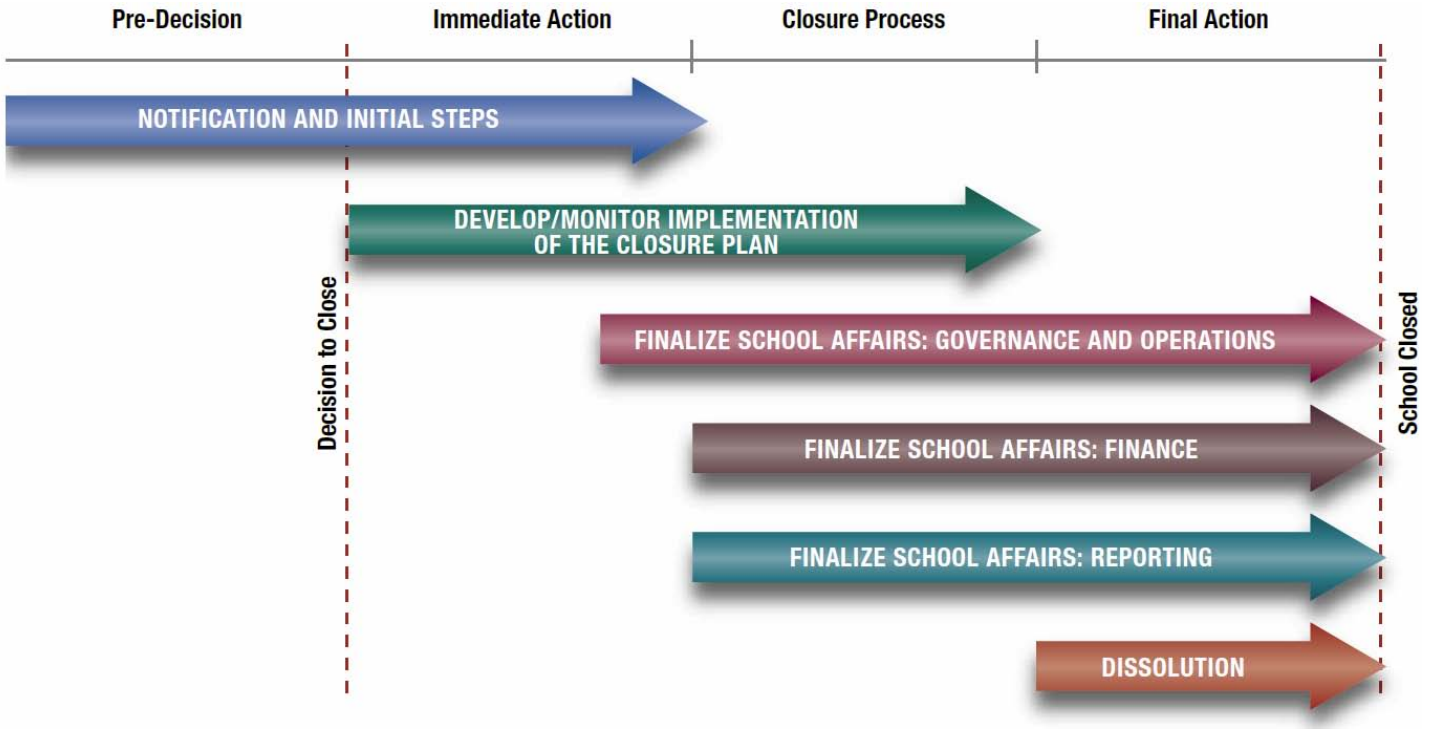
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

SUBJECT

North Valley Academy Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B
I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with North Valley Academy (NVA) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and NVA Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the NVA Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the North Valley Academy Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and North Valley Academy, Inc. (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on December 20, 2007, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2008; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2008. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 10, 2013, and shall continue through June 30, 2018, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

School Mission. The mission of the School is as follows: At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."

A. Grades Served. The School may serve students in kindergarten through grade 12.

B. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- **Focus on patriotic American values**
  - through daily teaching of the American Heritage Curriculum;
  - fostering a service centered and civic-minded culture;

- emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
- helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurism, and free market capitalism education K-12.

- **Build a culture of respect**
  - by providing a controlled disciplinary environment;
  - requiring students and staff to adhere to dress code;
  - exhibiting and expecting exemplary behavior from students and staff; and
  - implementing the character education program in the American Heritage Curriculum.
- **Provide a rigorous academic education**
  - by requiring the Core Knowledge Curriculum K-8; and
  - requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements.
- **Support teacher growth and excellence**

C. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

D. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of

its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. Required Reports. The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 364 face-to-face students and 78 blended program students, for a total of 442 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	**364**
Blended	6	6	6	6	6	6	6	6	6	6	6	6	6	**78**
Totals	30	30	32	32	34	34	34	36	36	36	36	36	36	**442**

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 906 Main Street, Gooding, Idaho. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: Gooding School District

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes,

rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. Termination by the School. Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. Nonrenewal. The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. Revocation. The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall

work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. Dissolution. Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. Disposition of School's Assets upon Termination or Dissolution. Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. No Employee or Agency Relationship. None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. Additional Services. Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. No Third-Party Beneficiary. This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. Amendment. This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 10, 2013.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, North Valley Academy School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
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Appendix A: Conditions of Authorization / Renewal

North Valley Academy
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter

North Valley Academy, Inc.

NORTH VALLEY ACADEMY (NVA)
Petition for a Charter for School Year Starting 2008-2009
Within the Gooding School District #231

Submitted To:

Idaho Public Charter School Commission

Approved December 20, 2007

Revised October 20, 2011

North Valley Academy
906 Main St.
Gooding Id 83330

Contact Person:
Debra A. Infanger
1821 S 1800 E
Gooding ID 83330
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infangerd@nvapatriots.us

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I. Articles of Incorporation

FILED EFFECTIVE
2006 JUL -7 P 1:05

ARTICLES OF INCORPORATION

OF

NORTH VALLEY ACADEMY, INC.

KNOW ALL MEN BY THESE PRESENTS, that the undersigned incorporators being of the age of twenty-one (21) years or more, desiring to organize a corporation under the laws of the State of Idaho, do hereby make, sign and verify these Articles of Incorporation.

ARTICLE I

The name of the corporation shall be NORTH VALLEY ACADEMY, INC., an Idaho Nonprofit Corporation, hereinafter the "Corporation."

ARTICLE II

The Corporation shall not have members and shall exist perpetually, or until dissolved according to law.

ARTICLE III

The Corporation shall be a nonprofit corporation, created and existing under the Idaho Nonprofit Corporate Act, Idaho Code ' 30-3-1, et seq. The Corporation shall have all powers lawful and necessary to direct, operate, and maintain a nonprofit, public charter school within the State of Idaho and to deal generally therein. The Corporation is organized and shall be operated solely and exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

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 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation

IDAHO SECRETARY OF STATE
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contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1969 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE IV

The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the corporation inure to the benefit of, or be distributable to its incorporators, directors, 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 in Article III hereof.

ARTICLE V

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

ARTICLE VI

The provisions for the regulation of internal affairs of the Corporation shall be set forth within the Bylaws and the Charter.

ARTICLE VII

The address of the initial registered office of the Corporation shall be 2190 East 1850 South, Gooding, Idaho, 83330. The name of the initial registered agent at such address shall be DANIELLE LOFGRAN.

ARTICLE VIII

The number of directors which shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than three (3) nor more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be three (3) and the names and addresses of the persons who shall serve as directors until their successors are elected and shall qualify are:

Name	**Address**
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Fineas Hughbanks	1925 South 2000 East, Gooding, Idaho 83330

ARTICLE IX

The names and addresses of the incorporators are:

Name	**Address**
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Gayle DeSmet	2006 East 1850 South, Gooding, Idaho 83330

ARTICLE X

The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, but only upon the majority vote of all Directors.

ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable, educational, and/or scientific purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code. If no such suitable organization is found or if the Directors then serving cannot agree on a distribution, the remaining assets shall be distributed to the Gooding School District #231, as organized under the laws of the State of Idaho, for exempt, public educational

purposes. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

DATED this 30th day of June, 2006.

Danielle Lofgran
DANIELLE LOFGRAN

Debra Infanger
DEBRA INFANGER

Gayle DeSmet
GAYLE DESMET

"Incorporators"

STATE OF IDAHO)
ss:
County of Gooding)

On this 30th day of June, 2006, before me, the undersigned, a Notary Public in and for said County and State, personally appeared DANIELLE LOFGRAN, known to me to be the person whose name is subscribed to the within and foregoing instrument, and who acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, the day and year in this certificate first above written.

DELTA PRINCE
NOTARY PUBLIC
STATE OF IDAHO

NOTARY PUBLIC for Idaho
Residing at Gooding, Idaho
Commission Expires: 9-13-2018

STATE OF IDAHO)
ss:
County of Gooding)

On this 30th day of June, 2006, before me, the undersigned, a Notary Public in and for said County and State, personally appeared DEBRA INFANGER, known to me to be the person whose name is subscribed to the within and foregoing instrument, and who acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, the day and year in this certificate first above written.

DELTA PRINCE
NOTARY PUBLIC
STATE OF IDAHO

NOTARY PUBLIC for Idaho
Residing at Gooding, Idaho
Commission Expires: 9-13-2018

STATE OF IDAHO)
ss:
County of Gooding)

On this 30th day of June, 2006, before me, the undersigned, a Notary Public in and for said County and State, personally appeared GAYLE DESMET, known to me to be the person whose name is subscribed to the within and foregoing instrument, and who acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, the day and year in this certificate first above written.

DELTA PRINCE
NOTARY PUBLIC
STATE OF IDAHO

Delta Prince
NOTARY PUBLIC for Idaho
Residing at Gooding, Idaho
Commission Expires: 9-13-2010

ARTICLES OF AMENDMENT

OF

NORTH VALLEY ACADEMY, INC.

The Directors of the North Valley Academy, Inc., an Idaho non-profit corporation, adopted by resolution and majority vote of the Directors these Articles of Amendment. By such resolution and pursuant to the Idaho Non-Profit Corporation Act, Title 30, Chapter 3 of Idaho Code, the Directors set forth the Articles of Incorporation to be amended as herein stated, and declare:

That the undersigned are natural persons over the age of twenty-one (21), acting as all of the Directors of a non-profit corporation under Idaho law, approved by unanimous vote on the 15th day of August, 2007, a resolution adopting the following Amendment to the Articles of Incorporation for such non-profit corporation:

That Article XI of the Articles of Incorporation, be, and the same is hereby amended to read as follows:

ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to the Authorized Chartering Entity as defined by Idaho law, in accordance with the requirements of Idaho Code and the Idaho administrative rules governing Public Charter Schools, and in full compliance with Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

DATED this 15th day of August, 2007.

The Directors of North Valley Academy, Inc.

Debra Infanger Director/Chairman	Danielle Lofgran Director/Vice-Chairman
Jennifer Andrus Director/Secretary	Fineas Hughbanks Director/Treasurer
Mary Belle Anderson Director	

II. Bylaws: Ref. Idaho Code § 33-5204(1) & 30-3-21(1)

BYLAWS

OF

NORTH VALLEY ACADEMY, INC.

KNOW ALL MEN BY THESE PRESENTS: that *NORTH VALLEY ACADEMY, INC.* (hereinafter the "Corporation"), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt, its Bylaws for the conduct and control of its business affairs:

ARTICLE I: OFFICES

The principal office of the Corporation shall be located in the County of Gooding, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as "Board," may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. General Powers.
The affairs of the Corporation shall be managed by its Board.

SECTION 2. Number, Tenure, and Qualifications.
The number of Directors shall be five (5). All members of the Board shall be residents of Idaho. Except as otherwise provided by these Bylaws, each Director shall hold office for a term of three (3) years, or until his successor shall have been elected and qualified. No Director may serve for more than a total of three terms, or nine (9) years, whichever is longer.

SECTION 3. Regular Meetings.
A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of February, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution.

SECTION 4. Special Meetings.
Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the

Board may fix any site within Gooding County, Idaho, as the place for holding any special meeting of the Board called by them.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law. Notice of any special meeting of the Board must include shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

SECTION 6. Quorum.

A majority of the Board shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

SECTION 8. Order Of Business.

At meetings of the Board, business shall be transacted in such order as from time to time the Board may, by resolution, determine. At all meetings of the Board, the Chairman, or, in his absence, the Vice Chairman, or, in the absence of both, a member of the Board to be selected by the members present, shall preside. The Secretary of the Corporation shall act as Secretary at all meetings of the Board, and in case of his absence, the Chairman of the meeting may designate any person to act as Secretary.

SECTION 9. Vacancies.

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

SECTION 10. Compensation.

Directors as such shall not receive any stated salaries for their services, but by resolution of the Board a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefore.

SECTION 11. Informal Action by Directors.

Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

SECTION 12. Initial Terms.

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

Fineas Hughbanks	(Seat One)	-	1 years
Mary Belle Anderson	(Seat Two)	-	2 years
Debra Infanger	(Seat Three)	-	2 years
Danielle Lofgran	(Seat Four)	-	3 years
Jennifer Andrus	(Seat Five)	-	3 years

ARTICLE III: OFFICERS

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. IF the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. Any Vice Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 7. Treasurer.

The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or to her depositories as shall be selected in accordance with the provisions of Article VI of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chairman or by the Board. If required by the Board, the Treasurer shall give bond for the faithful performance of his duties in such sum as the Board of directors may require.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The

Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). Members of that committee will be elected annually by parents of students enrolled in the North Valley Academy charter school according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

SECTION 2. Other Committees.

The Board may from time to time appoint such standing or special committees as, in their judgment, may be deemed expedient, and refer to any such committee or committees any corporate matter, with or without power to act, and subject to such limitations as may be prescribed by the Board. In the event any matter be referred to any such committee with power to act, the reference shall be made by resolution entered of record in the Minutes of the meeting making such reference, and such power shall continue until revoked by the Board.

ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1. Contracts.

The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chairman or a Vice Chairman of the Corporation.

SECTION 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 4. Gifts.

The Board may accept on behalf of the Corporation any grant, contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VI: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VIII: INDEMNIFICATION OF OFFICERS, DIRECTORS, & EMPLOYEES

SECTION 1. Indemnification.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this Corporation) by reason of the fact that such Director is or was a Director of this Corporation, against expenses, judgments, fines and settlements actually and reasonably incurred in connection with such proceeding.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation to procure a judgment in its favor by reason of the fact that that Director is or was a Director of this Corporation, against expenses actually or reasonably incurred by that Director in connection with the defense or settlement of that action. This indemnification provided by this Article VIII shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by law, agreement, vote or shareholders of disinterested directors, or otherwise, both as to an action in his official capacity and as to an action in another capacity while holding such office, and shall continue as to a Director who has ceased to be a Director and shall inure to the benefit of the heirs and Personal Representative of such a Director.

A Director will only be indemnified under this Article VIII if:

(a) The Director has disclosed to the Board of Director all other materials activities and relationships, other than professional, confidential relationships, relating or similar to those of this Corporation, and the decisions, policies or resolutions giving rise to or creating the need for indemnification;

(b) All past, present or potential conflicts of interest between the Director and this Corporation relating to the transaction for which indemnification is sought; and

(c) The Director has provided or disclosed to the Board all information known to the Director regarding the policy, decision, resolutions or transactions for which indemnification is sought. This includes all information obtained by the Director

after the transaction occurred or after adoption of the policy, decision or resolution.

SECTION 2. Continuity of Protection.

The indemnification provided by this Article shall not be deemed exclusive and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person.

SECTION 3. Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation has the authority or obligation to indemnify him against such liability under the provisions of this Article.

ARTICLE IX: SEAL

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words “Corporate Seal” and “Idaho”. The Seal shall be in charge of the Secretary.

ARTICLE X: WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

These Bylaws, the Articles of Incorporation of the Corporation, and the Charter may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of **NORTH VALLEY ACADEMY, INC.**, also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of said Corporation, on the 15 day of August, 2007, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary, respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 15th day of August, 2007.

Debra Infanger Director/Chairman	Danielle Lofgran Director/Vice-Chairman
Jennifer Andrus Director/Secretary	Fineas Hughbanks Director/Treasurer
Mary Belle Anderson Director	

STATE OF IDAHO)
:ss
County of Gooding)

I, Jennifer Andrus, the duly and regularly elected, qualified, and acting Secretary of **NORTH VALLEY ACADEMY, INC.**, do hereby certify that the above and foregoing By-Laws were regularly adopted by the Directors of said Corporation at a regular meeting of the Directors of said Corporation, duly and regularly held and called on the 15 day of August, 2007, and were also adopted by the majority vote of the members of the Corporation, at a duly and regularly called and held meeting of the Corporation, on the 15 day of August, 2007.

IN WITNESS WHEREOF, I have hereunto set my hand this 15 day of August, 2007.

Jennifer Andrus
Secretary of the Corporation

BEFORE THE DIRECTORS OF THE
NORTH VALLEY ACADEMY, INC.

Resolution 2007-02

PROVIDING FOR AMENDMENT TO THE BYLAWS

Be It Resolved by the Directors of the North Valley Academy, Inc.:

WHEREAS, the Directors have petitioned the Idaho Public Charter School Commission and the State Board of Education for approval of a Charter to establish the North Valley Academy, Inc. as a public charter school; and

WHEREAS, the staff of the State Board of Education has recommended certain changes to the Bylaws of the Corporation to ensure compliance with state law governing Public Charter Schools; and

WHEREAS, the Directors desire to comply with state law and secure State approval of the proposed Charter and petition for the North Valley Academy, Inc. to become a public charter school under Idaho law; and

WHEREAS, the Directors have reviewed the proposed changes and believe that they are in the best interest of the Corporation;

NOW THEREFORE, BE IT RESOLVED by the Directors of the North Valley Academy, Inc.:

Section 1. That Article II, Section 3 of the Bylaws, be, and the same is hereby amended to read as follows:

> SECTION 3. Regular Meetings.
> A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of February, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343.

Section 2. That Article II, Section 10 of the Bylaws, be, and the same is hereby amended to read as follows:

> SECTION 10. Compensation.
> Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall

comply with and be bound by the provisions of Idaho Code §§ 33-5204(5)(a) and 33-5204A.

Section 3. That Article II, Section 11 of the Bylaws, be, and the same is hereby repealed and shall be deleted in its entirety.

Section 4. That Article II, Section 12 of the Bylaws, be, and the same is hereby redesignated and renumbered as Article II, Section 11.

Section 5. That Article IV, Section 1 of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the North Valley Academy charter school and full-time faculty shall be members of the PFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

Section 6. That Article XI of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

Section 6. That Article XII of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

SECTION 1. Amendment to the Bylaws and Articles of Incorporation.

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

SECTION 2. Charter Amendments Require State Authorization.

(a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).

(b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

(c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.

(d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).

(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403).

BE IT FURTHER RESOLVED that these changes shall take effect immediately upon approval by a majority of the Directors; and

BE IT FURTHER RESOLVED that the Secretary of the Corporation shall incorporate such changes into a published copy of the Bylaws, which Bylaws shall be kept in the Corporate records and made available to the public upon request.

STATE OF IDAHO)
:ss
County of Gooding)

We, the undersigned, the duly and regularly elected, qualified, and acting President and Secretary of NORTH VALLEY ACADEMY, INC., do hereby certify that the above and foregoing Resolution was regularly adopted by a majority of the Directors of said Corporation at a duly and regularly called and held meeting of the Board of Directors, on the 15th day of August, 2007.

IN WITNESS WHEREOF, we have hereunto set our hand this 15th day of August, 2007.

Debra Infanger
Director/Chairman

Jennifer Andrus
Director/Secretary

III. Signatures and Proof of Qualification of Electors of the Attendance Area: Ref. 33-5205(1)(a) & 33-5205(3)

STATE OF IDAHO
SS
COUNTY OF GOODING

To Idaho Public Charter School Commission, I, Denise M. Gill, County Clerk of Gooding County, hereby certify that ** 15 ** signatures on this petition are those qualified electors.

Signed: Denise M. Gill
County Clerk or Deputy

Petition to Establish a NEW Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the **attendance area of the new charter school**. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	North Valley academy
School District Where New Charter School will be Physically Located	Gooding, Idaho

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16	Nadine Koyle	Nadine Koyle	1505 S. 1800	Gooding	934-9728	8-1-07
	~~Paula Wiggins~~		~~735 Illinois St~~	~~Gooding~~	~~934-5725~~	~~8-1-07~~
18	Theresa Thiemann	Theresa Thiemann	309 Nebraska	Gooding	358-0781	8-1-07
19	Bill Paul	Walter M Paul	301 Oregon	Gooding	934-8217	8-1-07
20	Carrie Stiffler	Carrie Stiffler	1527 S. 1800 E.	Gooding	539-3577	8-1-07
21	Tara Hansen	Tara Hansen	1956 east 1775 south	Gooding	329-4296	8-1-07
22	Tosha Gull	Tosha Gull	441 colorado st	Gooding	934-8881	8-1-07
23	Mickey Leguineche	Mickey Leguineche	1450 S. 1750 E	Gooding	934-4180	8-3-07
24	Sandra Strickland	Sandra Strickland	2219 S. 15 E	Gooding	934-5027	8-6-07
25	Judi Lethlean	Judi Lethlean	505 Colorado	GOODING	934-4968	8-6-07
26	Michael Infanger	Michael Infanger	1821 S 1800 E	GOODING	939-5738	8-6-07
27	John N Infanger	John N Infanger	1821 S 1800 E	Gooding	934 5738	8-6-07
28	Lana Infanger	Lana Infanger	1821 S 1800 E	Gooding	934-5738	8-6-07
29	Linda Muck	Linda Muck	542 Colorado ST	Gooding	358-2016	8-6-07
30	Darrell Muck	Darrell A Muck	542 Colorado ST	Gooding	539-0629	8-6-07
	MAURICE DESMET	M.C. Desmet	1386 S 2100 E	GOODING	934-9531	8-8-07
	ERIC C ANDRUS	Eric C. Andrus	306 California St.	Gooding	934-4654	8/20/07
	KAREN MCHAN	Karen McHan	2030 Hwy 26	Gooding	934-8629	8/20/07
	Vance McHan	Vance McHan	2030 Hwy 26	Gooding	934-8629	8/20/07

Page 2 of 2

STATE OF IDAHO
SS
COUNTY OF GOODING

To Idaho Public Charter School Commission , State of Idaho: I, Denise M. Gill, County Clerk of Gooding County, hereby certify that ** 15 ** signatures on this petition are those qualified electors.

Signed: _____
County Clerk or Deputy

Petition to Establish a NEW Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors **of the attendance area of the new charter school**. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	North Valley Academy
School District Where New Charter School will be Physically Located	Gooding, Idaho

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1	Debra A. Infanger	Debra Infanger	1821 S. 1800 E.	Gooding	208 934-5738	7/27/07
2	Gayle Yakovac-DeSmet	Gayle DeSmet	1386 S 2100 E	Gooding	208-934-9531	7/27/07
3	Jennifer Andrus	Jennifer Andrus	306 California St.	Gooding	208-934-4654	7/27/07
4	Lottie Phelps	Lottie Phelps	1837 Elmwood Rd.	Gooding	208 934-8550	07-27-07
5	Reid Lebsack		2190 E. 1850 S.	Gooding	208-934-4461	7-27-07
6	Tonya Boyer	Tonya Boyer	1861 Elmwood	Gooding	5399975	7-27-07
7	Elizabeth Crain		345 Nebraska St.	Gooding	934-4346	7-27-07
8	IAN KURZ		701 8TH AVE	"	934-4955	7-27-07
9	LaDean Miller		100 b Montana St	"	934-5276	
10	Diana Dewey	Diana Dewey	1732 9th Ave East	Gooding	934-4237	7/30/07
11	Maurice Reed	Maurice Reed	701 Oregon	"	934-8217	7/30/07
12	John Dewey	John Dewey	1732 9th E	Gooding	934-4237	7-30-07
13	Cindy M Bigler	Cindy M Bigler	924 4th Ave West	Gooding	934-9752	7-30-07
14	Kelly I Bowl		824 MICHIGAN ST	GOODING	934-5994	7-30-07
15	Kari L. Holmes	Kari L. Holmes	831 Locke Ave.	Gooding	934-4513	7-30-07

IV. Vision Statement

North Valley Academy strives to create patriotic and educated leaders.
We believe in James Madison's statement:

"The advancement and diffusion of knowledge is the only guardian of true liberty."

V. Mission Statement

North Valley Academy strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.
(To be posted at the school's entrance)

School goals:

- Provide superb academic education
- Provide a controlled disciplinary environment
- Provide dual credit opportunities
- Provide a jump start to college careers
- Provide teacher training to teach the Core Knowledge Curriculum
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

Unique qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money Management Education K-12
- Partnering with College of Southern Idaho for graduates to be able to earn 16 college credits upon high school graduation
- Integration of Professional-Technical education with academic focus, preparing students for post secondary training, professional technical training, and/or the work force

Methodology

- Employ a top notch administrator focused on "what is best for our students"
- Pay the teachers higher than the state of Idaho salary schedule
- Foster a partnering between teachers and classes in grades K-12
- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all forms of curriculum delivery: classroom, Idaho Digital Learning Academy, College of Southern Idaho online courses, independent study

TAB 2: PROPOSED OPERATION: Ref. Idaho Code § 33-5205(4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through NVA's Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.

NVA will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. NVA will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the

recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

I. Proposed Operation

A. Organization: Ref. Idaho Code 33-5204(1)

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

The Articles of Incorporation for NVA, Inc. were filed with the Secretary of the State of Idaho June 8, 2006. NVA obtained Employer Identification Number 26-0820021, on a notice dated 9/7/2007. The 501(c)(3) will be completed upon approval of the charter. Update: 501(c)(3) status was granted March 22, 2008.

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

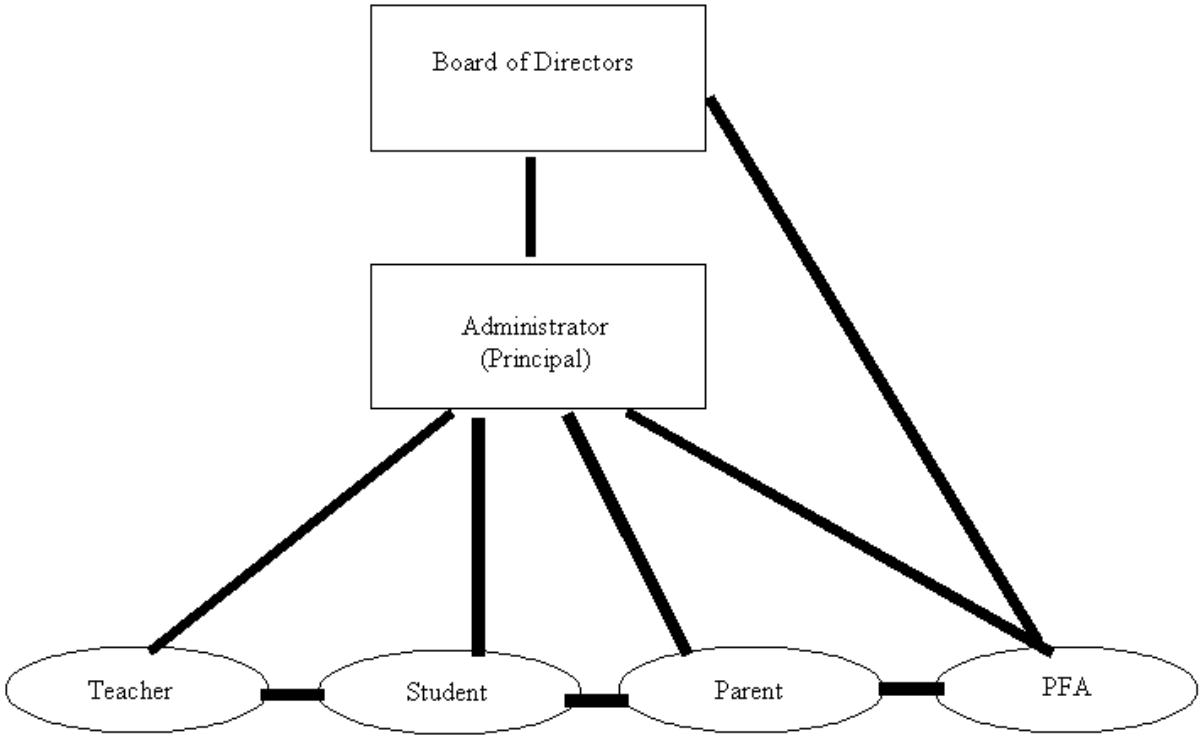
The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to NVA Board by the State of Idaho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

Upon approval, members of the Board are deemed public agents to control NVA. The Board has all the power and duties afforded to a board of directors. NVA will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory

requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

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

Tab 2, Table 1.



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

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business.

2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.

3. The Board and Parent-Faculty Association (PFA) (Hereafter, the term "parent" will be used to represent parents, legal guardians, or other persons legally responsible for NVA students.) of NVA may provide consultation to the Principal/Designee regarding ongoing plans for the school.

4. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Tab 2, Table 1, Cont'd.

5. The Principal/Designee represents the Board as the liaison between the Board and NVA community.

6. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades 1-6) teachers. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the board and faculty will be responsible for hiring teachers for grades 7-12.

7. The Principal supervises, directly or indirectly, all employees of NVA.

8. The administrative staff's primary functions will be management of NVA and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:

    a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;

    b. provide effective and responsive communication with staff, students, parents, and other citizens; and

    c. foster staff initiative and rapport.

9. NVA's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

1. *Target Population*

North Valley Academy (NVA) plans to open in the fall of 2008 with grades kindergarten through eighth. NVA plans to open a high school for students in grades nine through twelve in the fall of 2009. Residents of Gooding School District will be the primary target population. Update: NVA opened in the fall of 2008 to grades K-8, and began offering classes to students in grades 9-12 beginning with the 2009-2010 school year.

2. *School Size* (See Also, Tab 10)

For the purposes of clarity, in this revision of the charter, NVA is proposing two amendments that will impact enrollment. The first is an increase in the face-to-face enrollment cap. Currently all grades (K-12) have a student enrollment cap of 24 students. The proposal is an increase as follows:

Proposed Face-to-Face Enrollment Caps		
Elementary Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
Total Elementary Students		**184**
Secondary Grades	Maximum Enrollment	Total Students
7-12	30	**180**
Total Face-to-Face Students		**364**

NVA will remain relatively small with a total capacity of 364 face-to-face students: 184 students in grades K-6 and 180 in grades 7-12. We believe that students benefit from a small school setting. (See Tab 8, Section A, Item 3c, Appendix W, and Appendix Y for results of market research conducted to document support of NVA.) The following is another representation of the first proposed enrollment increase:

North Valley Academy Face-to-Face Maximum Enrollment Capacity															
Year	Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-2012	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364
2012-2013	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364

The second amendment pertains to NVA's blended course offerings. NVA wishes to establish an enrollment cap of no more than six (6) students per grade in the blended program, which is by definition:

> Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Proposed Blended Program Student Enrollment Cap		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↴
	Total Blended Program Students	**78**

Total Proposed Maximum Enrollment Cap, Including Blended Program Students	**442**

NVA anticipates a minimum startup enrollment of ten (10), full-time, blended program students in grades K-12 no sooner than January 2012. (See Also, Tab 10)

NVA Anticipated Blended Program Enrollment FY12*					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10
*Enrollment per grade is a guestimate. Actual enrollment may vary across the grades, but will not exceed the approved cap.					

NVA has budgeted for the anticipated ten (10) blended students for the second half of FY12, or beginning January 2012, and twenty (20) blended students for FY13 and FY14 each (See Appendix AE). These numbers represent NVA's best guestimate as to the number of students who may enroll in our blended program.

II. Facilities: Ref. Idaho Code § 33-5205(4)

The Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of NVA is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of NVA.

NVA's Board has finished negotiations with the Idaho School for the Deaf and the Blind. We have been meeting with Interim-Superintendent Mary Dunne for several months and have a Letter of Intent to utilize existing buildings and other facilities sufficient for our needs. (See Appendices) We look forward to a long and innovative relationship with the staff and students at ISDB. Update: NVA purchased the former Gibbons Elementary Building from the Gooding School District in December of 2009. The building meets all of the requirements outlined above.

A. Operation and Maintenance of Charter School Facilities

NVA seeks to maintain and operate facilities in a safe and healthful condition. The operation of NVA's facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain NVA's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

B. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

III. Administrative Services: Ref. Idaho Code § 33-5205(4)

A. Instructional Organization

1. *School Fiscal Year*

The fiscal year of the school is from July 1 to June 30.

2. *School Calendar*

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.

3. *Holidays/Commemorative Day*

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in I.C. § 73-108.

4. *Instructional Hours*

The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

5. *PIR Days*

Not more than twenty-two (22) hours may be utilized for in-service teacher activities. NVA is considering school wide in-service Monday mornings from 8:00 to 9:00 a.m.

6. *Records Management*

The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee.

Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file.

All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and NVA policy.

7. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period.

A list of all contracts identifying the party with whom NVA has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish to NVA performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

a. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of NVA; and

b. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

IV. Potential Civil Liability: Ref. Idaho Code § 33-5205(4) & 33-5204(4)

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

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of NVA, except as may be provided in the Charter.

NVA will operate its business in conformance with all local, state and federal environmental laws.

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

TAB 3: EDUCATIONAL PROGRAMS AND GOALS: Ref. Idaho Code § 33-5205(3)(a) and 33-1612

I. Educational Programs and Services

In all program areas and at all levels, NVA will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. NVA will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish NVA's goal for all students to meet, at a minimum, the standards established by the state.

NVA's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others.

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be outstanding!

II. Educational Thoroughness Standards

NVA will achieve the Thoroughness Standards (as defined in section 33-1612, Idaho Code) through its basic curriculum, which include character education, foreign language, music, and community, school, and family service projects.

A. Standard A

A safe environment conducive to learning is provided.

1. *Goal*. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.

   Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for his/her student. The philosophy of NVA is grounded in the belief that when there is low threat of physical or mental harm and curricular content is highly challenging,

accelerated learning takes place. NVA will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness and tapping into each student's innate need to know boundaries while protecting their dignity.

2. *Objectives*. NVA will:

    a. Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.

    b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

    c. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities. There will be an advertised visitation day.

    d. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B

Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

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

    The atmosphere created by our focus on kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, like asking or answering questions in front of peers because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is a culture that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

2. *Objectives*. NVA will:

    a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.

    b. Teach appropriate behaviors and foster responsible decision-making skills by using programs, which may include, Ron Clark's "Essential 55", "Excellent 11", and "Great Expectations".

c. Establish and maintain rules to be used consistently throughout the school.

C. Standard C

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

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

2. *Objectives*. NVA will:

   a. Emphasize the importance of adults modeling important values at school. This is done through expectation training in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on kindness.

   b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age-appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.

   c. Evaluate and report service hours to student advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D

The skills necessary to communicate effectively are taught.

1. *Goal*. Teach students a range of effective communication skills.

2. *Objectives*. NVA will:

   a. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization. This will be measured through weekly evaluations.

   b. Provide an age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.

   c. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Once NVA offers grades 9-12, students in those grades

will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced Spanish.

d. Provide instruction in music, dance, and art as budget permits. Students will build skills needed for dual enrollment in these areas.

E. Standard E

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

1. *Goal*. Develop an educated citizenry through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks.

Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

2. *Objectives*. NVA will:

a. Use the Idaho State Department of Education's Standards as a starting point to be enhanced by the Core Knowledge® Sequence and other creative methods.

b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.

c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.

d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot is "Patriots.")

F. Standard F

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

1. *Goal*. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. As NVA expands into grades 9-12, we will provide academies with class requirements and standards articulated with other secondary and post-secondary institutions, such as College of Southern Idaho, with whom we plan dual credit. (See Also, Tab 3, IV, F)

2. *Objectives*. NVA will:

a. Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.

b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.

c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

III. Educated Person: Ref. Idaho Code § 3305205(3)(a)

A. Definition of an "Educated Person"

NVA will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language.

NVA's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

1. Foster self-discovery, self-awareness, and self-discipline;

2. Develop an awareness of and appreciation for cultural diversity;

3. Stimulate intellectual curiosity and growth;

4. Provide fundamental career concepts and skills;

5. Help the student develop sensitivity to the needs and values of others and respect for individual and group differences;

6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential;

7. Develop the fundamental skills which will provide a basis for lifelong learning; and

8. Be free of any cultural, ethnic, sexual, or religious bias.

B. Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

1. Traditional Face-to-Face Instruction

    a. Traditional face-to-face teaching means a course taught by a person who holds a certificate pursuant to Sections 33-1201 and 33-1207, Idaho Code, and where the students and teachers are not separated by distance or time.

    b. Teachers will be engaged in the act of face-to-face throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

2. Blended Program: Ref. Idaho Code 33-5702(1) (See Also, Tab 10)

    a. “Blended program” participants must enroll in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** will also be required to participate in courses and activities at school. There they will receive instruction in character education and take offered electives from NVA teachers. This instruction will be overseen and monitored by the Principal/Designee.

    b. All blended program students will be required to attend either the "Rise and Shine" ceremony for K-6 students or the "Above and Beyond" ceremony for 7-12 students. Students will arrive on time and in dress code for these events. All blended program students must participate in at least one whole school event per trimester.

    c. Blended program students will be invited to all whole school events, i.e., assemblies, field trips, academic fair, Christmas program, Spelling Bees, Geography Bees, etc.

    d. All blended program students are eligible to participate in NVA extracurricular activities.

IV. Curricular Emphasis

A. How Learning Best Occurs: Ref. 33-5205(3)(a)

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;

2. Students see the connection between what they learn and the real world;

3. Students work individually and as members of a group;

4. Students, parents, and educators work together to identify academic and personal learning goals, support;

5. Students accept responsibility for learning as an intrinsic part of the educational program;

6. Students are supported by mentors and advocates;

7. All students have advanced learning opportunities;

8. Students see themselves as part of the community and find ways to serve the community;

9. Students are allowed to make mistakes in order to achieve success;

10. A positive and productive learning environment is provided; and

11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with NVA's educational philosophy, mission statement, objectives, and goals.

B. Core of Instruction

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

C. Remediation

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

1. Not reaching grade level on state adopted standardized tests;

2. Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level; and/or

3. Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

D. Instructional Methodologies

All curriculum taught at NVA will be reviewed and approved by NVA's Board.

1. *Ron Clark's, "Essential 55"*

NVA may utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. NVA will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. *Great Expectations*

NVA will utilize *Great Expectations*, which is a professional development program that:

a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere;

b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement; and

c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. *Cowboy Ethics*

NVA may utilize *Cowboy Ethics*, by James P. Owens, which is a character education program that is dedicated to the belief that everyone needs a code or creed to live by:

a. live each day with courage;
b. take pride in your work;
c. always finish what you start;
d. do what has to be done;
e. be tough, but fair;
f. when you make a promise, keep it;
g. ride for the brand;
h. talk less and say more;

i. remember that some things aren't for sale; and
j. know where to draw the line.

4. *Blended Curriculum* (See Tab 10)

E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;

2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;

3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and

4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

NVA may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension.

Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

F. Grading Procedures

NVA students will be required to meet established academic standards and graduation requirements adopted by the Board, reference IDAPA 08.02.03.105. (See Tab 3, V, 5 and D. for grading procedures for students enrolled in Special or Alternative Programs.)

NVA will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All NVA students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Grades K-8*

   a. Other instruction
      Fine Arts (art and music)
      Health (wellness)
      Physical Education (fitness)

   b. Additional instructional options as determined by NVA may include:
      Foreign Language (Spanish)

2. *Plan for Dual Enrollment Participation*

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

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

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

3. *Secondary Curriculum (Grades 7-12)* The secondary curriculum is composed of college-prep required classes and elective classes.

   a. Sample Schedule of Required and Elective Class Offerings by Grade

Sample Freshman Schedule	**Sample Sophomore Schedule**
English 1	English 2
Appropriate Math or Algebra II	Appropriate Math or Geometry
Physical Science	Biology/Anatomy
World Cultures	History I
Business Communications/Speech/ Humanities	Health/PE/Humanities
Elective (See Table Below)	*Elective (See Table Below)*
Sample Junior Schedule	**Sample Senior Schedule**
English 3 or English 101	English 4 or English 102
Appropriate Math or College Algebra	Appropriate Math or College Algebra
Chemistry or Appropriate Science	Appropriate Science
History II	American Government
Elective	Economics
	Senior Project

Dual Credit Elective Classes in association with College of Southern Idaho (CSI) and/or Idaho Digital Learning Academy (IDLA)	
Academic:	**Tech Prep:**
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

b. North Valley Academy Required Graduation Credits
(which exceed State of Idaho Graduation Requirements)

English (including Speech).....8
Science 8
Mathematics.....8
Social Science.....6
Humanities.....2
Health 1
Electives 13

(Coursework must include senior project and speech requirements. Highly recommend two (2) credits in computer operation.)

Total North Valley Academy Credits at Graduation 46

GPA of 60% on a 100% scale to receive a diploma
Pass 10th grade ISAT

All North Valley Academy secondary students are required to attend school full-time, unless dually enrolled as allowed by statute. Full-time attendance can be accomplished through physically attending the school for face-to-face instruction or participation in the blended program, which is a combination of online courses **and** courses at school.

North Valley Academy will require incorporation of heroes in the state-mandated senior project. The project will be completed independently and in coordination with student senior classes.

All North Valley Academy secondary students will take the state-mandated college entrance exams.

d. Number of credits available in dual-credit classes in association with College of Southern Idaho (CSI) and/or Idaho Digital Learning Academy (IDLA)

Academic:		**Tech Prep:**	
English 101	3	Introduction to Painting	1
English 102	3	Introduction to Drawing	1
College Algebra	3-5	Computer Applications	1
Government	3	PC Troubleshooting	1
Economics	3	Photoshop	1
Accounting	3-4		
Spanish	4-8		
TOTAL NUMBER OF POSSIBLE CREDITS	**22-29**	**TOTAL NUMBER OF POSSIBLE CREDITS**	**5**

*This is the standard toward which NVA will be working. However, NVA recognizes students will need to be given the necessary instructional time in order to achieve this standard. NVA plans to "grow" our students into this standard.

H. Alternative Credit Options (See Also, Tab 10)

In addition to regular classroom-based instruction, students may earn credit through the following means:

1. *Blended Program Courses* (See Tab 10)

2. *Correspondence Courses*

NVA will permit a student to enroll in an approved correspondence course from an institution approved by the Idaho State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

High school students may earn, through correspondence, a maximum number of units of academic credit to be applied toward graduation requirements.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Principal/Designee will be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

a. prior permission has been granted by the Principal/Designee; and

b. the program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer

school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Principal, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.030.

V. Special or Alternative Programs: Ref. Idaho Code § 33-5205(3)(q)

A. Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the American's with Disabilities Act (ADA)

NVA provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, NVA adopts and complies with the current *Idaho Special Education Manual* from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The NVA Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

NVA will to ensure that students who are disabled within the definition of IDEA, Section 504, and ADA are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under IDEA, Section 504, and ADA, NVA will establish and implement a system of procedural safeguards. The safeguards will cover students' identification, evaluation, and educational placement. This system will include: notice, an opportunity for the student's parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent, and a review procedure.

1. *Terminology*

NVA has identified the following terms as specific to this section and important for clarity to avoid confusion and incorrect use of terms in this elementary and secondary school context:

Accommodation: a term correctly used in the context of public accommodations and facilities; an individual with a disability may not be excluded, denied services, segregated or otherwise treated differently than other individuals by a public accommodation or commercial facility; (term is not to be confused with "reasonable accommodation," discussed below).

Equal access: equal opportunity of a qualified person with a disability to participate in or benefit from educational aids, benefits, or services.

Free and appropriate public education (FAPE): a term used in the elementary and secondary school context; refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the IDEA, Section 504, and ADA requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Placement: a term used in the elementary and secondary school context; refers to regular and/or special educational program in which a student receives educational and/or related services.

Reasonable accommodation: a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment; this term is sometimes used incorrectly to refer to related aids and services in the elementary and secondary school context.

Related services: a term used in the elementary and secondary school context to refer to developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation.

2. *Eligibility*

NVA will provide a free and appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

A free and appropriate public education will consist of regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

“Qualified students with a disability” for whom NVA will provide these services are students with a disability who are: of an age at which students without disabilities are provided elementary and secondary educational services; of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student’s needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Student’s protected under IDEA, Section 504, and ADA will be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment; or 3) be regarded as having such impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity will be made on the basis of an individual inquiry.

The definition of a physical or mental impairment, as defined in the Section 504 regulation, at 34 C.F.R. 104.3(j)(2)(i), is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological;

musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

NVA will also consider a student's use of mitigating measures in determining whether the student is substantially limited in a major life activity. Examples of "mitigating measures" include corrective eyeglasses and medications. Major life activities, as defined in the Section 504 regulation at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

3. *Evaluation*

NVA will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials.

NVA will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by NVA include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

NVA will obtain written parental consent for initial evaluations. Pursuant to Section 504 regulation, 34 C.F.R. 104.35(b), NVA will individually evaluate a student before classifying the student as having a disability or providing the student with special education. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulation, at 34 C.F.R. 104.35 (c).

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the student.

Tests used by NVA for the determination of eligibility for services under IDEA, Section 504, and ADA will be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. NVA will also utilize tests and other evaluation materials including those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials will be validated for the specific purpose for which they are used and appropriately administered by trained personnel.

The amount of information required will be determined by a multi-disciplinary committee appointed by NVA to evaluate the student. Said committee will be in compliance with the IDEA regarding the group of persons present when an evaluation or placement decision is made, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

A physician's medical diagnosis may be considered among other sources in evaluating a student with a disability or believed to have a disability which substantially limits a major life activity. Other sources that will be considered, along with the medical diagnosis, include, but are not limited to: outside independent evaluation, if available; aptitude and achievement tests; teacher recommendations; physical condition; social and cultural background; and adaptive behavior.

Information from all sources will be documented and considered by the committee members. The weight of the information will be determined by the committee given the student's individual circumstances. NVA forbids committee members to evaluate a student suspected of having a disability by relying on presumptions and stereotypes regarding persons with disabilities or classes of such persons.

The committee members will make a recommendation to the Principal/Designee. The Principal/Designee will review the recommendation. The Board may be consulted if questions arise such as implementation. The Principal/Designee will notify the student’s parent within 15 days of receipt of the committee’s recommendation.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student’s education and the school’s identification, evaluation and/or placement decision;

If parents disagree with the determination, a request for a due process hearing may be made.

4. *Impartial Due Process Hearing*

   a. If the parent of a student who qualifies under IDEA, Section 504, or ADA for special instruction or related services disagree with a decision of NVA with respect to: (1) the identification of the student as qualifying for IDEA, Section 504, or ADA; (2) NVA’s evaluation of the student; and/or (3) the educational placement of the student, the parents of the student are entitled to certain procedural safeguards. The student will remain in his/her current placement until the matter has been resolved through the process set forth herein.

   b. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parents are in disagreement with NVA;

   c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same;

d. Within ten (10) days of receipt of a written request for an impartial due process hearing, NVA will select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, NVA may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that will conduct the hearing in an impartial and fair manner;

e. Once NVA has selected an impartial hearing officer, NVA will provide the parent and all other interested parties with notice of the person selected;

f. Within five (5) days of NVA's selection of a hearing officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;

g. The hearing officer will in writing notify all parties of the date, time and location of the due process hearing;

h. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;

i. At the hearing, NVA and the parent may be represented by counsel;

j. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. NVA will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer will close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;

k. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;

l. Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

5. *Grading Procedures for Special Education Students*

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of *Idaho Special Education Manual*:

a. Grades cannot be modified on the basis of special education status alone.
b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

6. *Disciplinary Procedures for Special Education Students*

The discipline procedures adopted in the *Idaho Special Education Manual* will be utilized in disciplinary matters for students with disabilities attending NVA. These adopted policies and procedures will meet the requirements of IDEA, Section 504, and ADA.

B. Title I Parent Involvement

The parents of students identified to participate in Title I programs will receive from the school Principal/Designee and Title I staff an explanation of the reasons supporting each student's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their student's progress. Parents will also receive guidance as to how they can assist at home in the education of their students.

NVA endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law NVA will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy.

NVA parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals will be presented.

1. *Meetings*

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

a. Information about programs provided under Title I;

b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and

d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to NVA level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

2. *School-Parent Compact*

NVA will use Title I funds primarily at the elementary level, and will develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;

b. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and

c. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

3. *Guidelines and Responsibilities*

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

a. Guidelines

Parent involvement activities developed through every grade level will include opportunities for:

i. Volunteering;
ii. Parent education;
iii. Home support for the student's education; and
iv. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

b. Roles and Responsibilities

i. Parents. It is the responsibility of the Title I parents to:

1) Actively communicate with school staff;
2) Be aware of rules and regulations of school;
3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
4) Utilize opportunities for participation in school activities.

ii. Staff. It is the responsibility of staff to:

1) Develop and implement a school plan for parent involvement;
2) Promote and encourage parent involvement activities;
3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

iii. Community. Community members who volunteer in the schools have the responsibility to:

1) Be aware of rules and regulations of the school;
2) Utilize opportunities for participation in school activities.

ix. Administration

It is the responsibility of the administration to:

1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
2) Provide training and space for parent involvement activities;
3) Provide resources to support successful parent involvement practices;
4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;

5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

C. Gifted and Talented Program: Ref. Idaho Code § 33-2003

Section 33-2001, Idaho Code describes gifted/talented students as "…those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students.

By law, NVA is required to provide for special instructional needs of gifted and talented students enrolled in NVA. The Board, in conjunction with the Principal and staff, will develop the State required plan for NVA's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. NVA's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of NVA's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

D. Limited-English Proficiency (LEP) Program

NVA anticipates an enrollment ranging from 240-442 students. The ethnic minority in Gooding County, and consequently NVA is Hispanic. NVA anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment.

For program details, please see NVA's LEP Program, Appendix P.

TAB 4: MEASUREMENT OF STUDENT PROGRESS

I. Measurable Student Educational Standards: Ref. Idaho Code § 33-5205(3)(b)

NVA's goal is to accomplish these educational standards annually:

A. Standard 1

Students at NVA enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

1. 70% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator.

2. 70% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT).

3. 75% of students will achieve satisfactory or above in core subjects on academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When NVA is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

B. Standard 2

Ninety-five percent (95%) of all students, K-12, will develop and maintain a career portfolio.

1. *Completion/progress monitoring benchmarks are:*

    a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.

    b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.

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

C. Standard 3

Ninety-five percent (95%) of students currently enrolled at NVA in grades 11 and 12 will participate in the ACT and Compass tests. Seventy-five percent (75%) of students who complete the ACT and Compass tests will score 20 or higher on the ACT and will meet or exceed the college entrance cut-off established by College of Southern Idaho (CSI) for the Compass Test.

II. Measurable Student Progress: Ref. Idaho Code § 33-5205(3)(c)

A. Mastery Level

We will meet the goals identified in this Charter petition by 2012 when 75% of students:

1. Score at levels considered proficient or above on standardized tests after a period of two consecutive academic years at NVA.

2. Read by third grade at the level considered proficient or above as measured by Idaho Reading Indicator (IRI).

3. Produce work that depicts acquired, integrated, extended, refined and meaningful utilization of information as measured by required State IRI and ISAT assessments.

4. Reflect positive growth on the parent surveys done yearly on the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.

5. Reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

B. Achievement of Assessments

Seventy-five percent (75%) of students in attendance at NVA will be expected to improve their personal scores in all aspects of the following assessments, which will ultimately improve NVA's overall scoring:

Idaho Reading Assessment, Grades K– 3
ACT – 11, 12
ISAT assessment, Grades 2-10

III. Standardized Testing: Ref. Idaho Code § 33-5205(3)(d)

A. Statewide Assessments

The students at NVA will be evaluated using the same standardized tests as other Idaho public school students.

B. Additional Assessments

Additional yearly assessment tools may be required as determined by the NVA Board.

C. Reporting of Student Test Results

Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between NVA, state, and national averages

D. Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or NVA-developed criteria.

IV. Middle Level Credit System (IDAPA 08.02.03.107)

North Valley Academy developed and adopted a policy that addresses the following:

A. Credit Requirements

NVA shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. NVA's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

B. Credit Recovery

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level.

C. Alternate Mechanism

NVA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by NVA to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

D. Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

E. Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

F. Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv. may, establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

V. Accreditation: Ref. Idaho Code § 33-5205(3)(e) and 33-5210(4)(b)

A. State Accreditation of Charter School

NVA will be accredited through the State of Idaho as set forth by the rules and regulations of the Idaho State Board of Education. Update: NVA was accredited in 2008 per Northwest Accreditation Standards. Accreditation is updated and renewed annually.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. NVA will use one or more of the following standards as required by law:

1. Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996
2. Northwest Accreditation Standards
3. Idaho School Accreditation School Improvement Model

C. Accreditation Reports

NVA will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

VI. "No Child Left Behind" (NCLB)

Student learning is the primary focus for NVA. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the NVA Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB

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

TAB 5: GOVERNANCE STRUCTURE: Ref. Idaho Code § 33-5205(3)(f)

I. Description of Governance Structure

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation will be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making and evaluating. The Board will have further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of NVA. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

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

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

B. Liability

Upon approval, NVA will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, NVA will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of NVA and/or arising out of the acts or omissions of the agents, employees or contractors of NVA.

Upon approval, NVA will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. NVA may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

II. Parental Involvement: Ref. Idaho Code § 33-5205(3)(f)

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will include requirements for parental participation in enrollment procedures, school policy recommendation, and student

discipline. NVA is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school.

The Board will establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the North Valley Academy charter school and full-time faculty will be members of the PFA. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PFA will be authorized to make recommendations regarding any aspect of the school. The PFA will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits: Ref. Idaho Code § 33-5205(3)(k) and 33-5206(7) and 33-5210(3)

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

During the March or April Board meeting, NVA's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two NVA parents, and one person at large (not affiliated with NVA) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB 6: EMPLOYEES: Ref. Idaho Code § 33-5204A(1), 33-5205(3)(g), 33-5210(4)(a)

I. Employee Qualifications

A. General Qualifications and Practices

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

1. All individuals to be employed by NVA will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.

2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."

3. NVA will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.

4. Those required by Idaho Code § 33-5210(4)(d), 33-130, & 33-512 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

5. Teachers will be evaluated according to the procedures outlined in Idaho Code § 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.

6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.

7. Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

II. Professional Development

A. General Trainings

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of NVA. Training may include, but is not limited to:

a. Instructional models methodology to insure the consistency of instruction
b. The systems approach to school climate
c. The Math Concept Board
d. Language Arts
e. Vocabulary
f. Expectations training
g. Classroom pacing
h. Rules and Reasons – Student Behavior Plans
i. Memorization and dramatization
j. Citizen of the Week/Citizen of the Month
k. Hall of Fame
l. Homework
m. Utilizing parent volunteers
n. Effective use of educational assistants
o. Modeling as a staff
p. Capturing teaching time

B. Learning Management System (LMS) Training (See Appendix AH)

NVA staff will be attending a training on June 15, 2011, to learn the BrainHoney system that will replace Moodle as the learning management system used to present course content online. The LMS training and operation will be facilitated by Idaho Digital Learning Academy (IDLA). IDLA will maintain the pre-packaged courses students will use. The NVA tech person will manage/update the software. The annual seat license will be funded by NVA from M&O.

NVA has incorporated professional development into the "Merit Pay Policy" by requiring all teachers to teach a professional development course to the other staff members as the leadership piece of the upcoming merit pay section of the Students Come First program. NVA is beginning this year by hiring IDLA to teach all teachers to use our new LMS "Brain Honey."

Hardware or network support for homebound students will be offered by the provider first, and NVA staff second. NVA will not provide any hardware for students participating in the NVA blended program courses at home. (See Also, Tab 10)

III. Standards for Teachers of Online Courses (See Also, Tab 10)

Teachers of online courses will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching.

IV. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

NVA complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

The policy/procedure in its entirety may be found in NVA's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of NVA's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix)
5. Substance- and Alcohol-Free Workplace Policy (See Drug Policy in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
6. Tobacco-Free Policy (See Appendix)
7. Weapons Policy (See Code of Conduct in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
8. Facilities Inspection Policy (See Tab 3 , II, A, 2, a)
9. First Aid/Emergency Treatment Policy (See Appendix)
10. Medication Administration Policy (See Medications in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
11. Discipline Policies (See *Tab 7* and Discipline Procedures in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook* for additional information*)*, including, but not limited to, Truancy, Detention, Suspension, and Expulsion

V. Employee Benefits: Ref. Idaho Code § 33-5205(3)(m)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. NVA will make all employer contributions as required by PERSI, and Federal Social Security. NVA will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. NVA will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

VI. Transfer Rights: Ref. Idaho Code § 33-5205(3)(o) & 33-1217

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

The Board for NVA will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

VII. Collective Bargaining: Ref. Idaho Code § 33-5205(3)(p)

The staff of NVA will be considered a separate unit for purposes of collective bargaining.

VIII. Teachers and Administrators Under Contract: Ref. Idaho Code § 33-5206(4)

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

TAB 7: ADMISSION PROCEDURES: Ref. Idaho Code § 33-5205(3)(j)

I. Admission Procedures

NVA will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both NVA and NVA's blended program courses. NVA will conduct a separate lottery for students wishing to enroll in NVA's blended program courses. (See Also, Tab 10)

A. Enrollment Deadline

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

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend NVA. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in NVA, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to attend NVA, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of NVA is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to NVA, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by NVA will be permitted to participate in the equitable selection process.

C. Admissions Preference

NVA will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to NVA, students of founders, siblings of students already selected to attend NVA, and those in the primary attendance area.

1. *Founders*

Founders will be defined as those persons:

a. involved in the initial writing of the petition for the Charter of NVA, by:

i. researching start-up facilities sites
ii. budget planning
iii. writing policies and definitions

b. Those individuals who have made a significant contribution to the development and establishment of NVA as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. *Selection Hierarchy*

Admission preferences for initial enrollment of students for NVA will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. *Attendance Areas*

The primary attendance area for NVA will be Gooding School District boundaries.

3. *Re-enrollment*

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

E. Priority Preferences for Subsequent Enrollment Periods

NVA will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

1. First priority group: students returning to NVA;
2. Second priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area

Beginning with the 2010-2011 school year, North Valley Academy amends the priority preference as follows:

> Children of full-time employees of the public charter school will be included within the first priority group, subject to the limitations therein. Otherwise, such children shall be included in the third priority group, subject to the limitations therein.

North Valley Academy will include the following children within the second priority group, subject to the limitations therein:

1. Children of full-time employees of NVA, and
2. Children who attended NVA within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

F. Proposed Attendance List

Each year NVA will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which NVA will designate admission preferences applicable to each prospective student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

G. Provision for Over Enrollment: Equitable Selection Process

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

H. Final Selection List

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

1. *Notification and Acceptance Process*

   a. Within seven days after conducting the selection process, NVA will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to NVA. The offer letter must be signed by the student's parent, and returned to NVA by the date designated in the offer letter from NVA.

   b. Within seven days after conducting the selection process, NVA will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)

   c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

d. If a student withdraws from NVA during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. *Subsequent School Years*

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

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

I. Amendments

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

II. Disciplinary Procedures: Ref. Idaho Code § 33-5205(3)(l) & 33-210

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students NVA's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
    a. Loss of privileges
    b. Detention (lunch hour or before or after school)
    c. Phone call to parent
    d. Letter sent to the parent
    e. Student and parent conference with Principal
    f. Suspension from extracurricular activities
    g. In-school suspension
    h. Out-of-school suspension

i. Referral to Status Offenders Service
    i. Behavioral
    ii. Attendance
    iii. Truancies, etc.
j. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for expulsion

The Principal determines appropriate consequences for infractions.

Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

1. *Temporary Suspension*:

NVA's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of NVA. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to NVA by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to NVA by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. *In-school Suspension*:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

The Principal or Board may deny attendance at North Valley Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to North Valley

Academy by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. NVA's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

III. Alcohol, Tobacco, Drug Policy

NVA recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)

IV. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)

Because NVA is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located

within the attendance area of NVA will have the option to enroll in existing public schools presently serving the area. No student will be required to attend NVA.

V. Public Notification of Enrollment Opportunities

In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by NVA each year, to be posted in highly visible and prominent locations within the area of attendance of NVA.

In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the NVA area(s) of attendance.

NVA will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in NVA, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

VI. Denial of School Attendance: Ref. Idaho Code § 33-5205(3)(i), 33-205, 33-206

NVA is a public school, open to all students based on the provisions provided within this petition. Strict adherence to NVA's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of NVA's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in NVA.

Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

VII. Parental Access to Student Handbook

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of NVA, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the NVA website. All new students will receive

a copy of the student handbook upon enrollment. A copy of the student handbook can be found in the appendix.

VIII. School-Provided Access to Electronic Information, Services, and Networks: Ref. Idaho Code § 33-131(1)

A. General

Internet access and interconnected computer systems are available to NVA's students and faculty. Electronic networks, including the Internet, are a part of NVA's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for NVA to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the NVA's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of NVA's electronic networks will be consistent with the curriculum adopted by NVA, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with NVA's educational goals, use the Internet throughout the curriculum.

NVA's electronic network is part of the curriculum and is not a public forum for general use.

C. Acceptable Uses

1. Educational Purposes Only. All use of NVA's electronic network must be (a) in support of education and/or research, and in furtherance of NVA's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via NVA's electronic network or computers. NVA reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.

2. Unacceptable Uses of Network. The following are considered unacceptable uses and constitute a violation of this policy:

a. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by NVA's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

b. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.

c. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.

d. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.

e. Students may be prohibited from using e-mail (except NVA e-mail accessed through a web browser) .E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

IX. Internet Safety

Each NVA computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

NVA will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

A. Definition of "Harmful to Minors"

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

1. educating students to be "Net-smart;"
2. using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material;
3. using "Acceptable Use Agreements;"
4. using behavior management practices for which Internet access privileges can be earned or lost; and
5. appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

D. Internet Access Conduct Agreements (See *Appendix J*)

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to NVA's computer system and/or Internet Service.

E. Warranties/Indemnification

NVA makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. NVA is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. NVA will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to NVA and will indemnify and hold NVA, its trustees, administrators,

teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with NVA in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

F. Violations

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

TAB 8: BUSINESS PLAN

I. Business Plan

A. Description

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

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

B. Marketing Plan

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. NVA will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for North Valley Academy may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.

2. North Valley Academy website that will introduce information about the school. Brochures promoting the curriculum and methods used at North Valley Academy.

3. Public informational meetings about North Valley Academy held in accordance with Idaho Statute §67-23.

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

5. Web, e-newsletters, and social media

C. Management Plan

1. *Operations*

NVA will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, and expanding to include grades 9-12 in fall 2009.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the "Elders and the Youngers" as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. *Board Policy*

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

3. *Class Size*

In North Valley Academy's initial school year we will have a cap of 216 students, kindergarten through eighth grade, with one class of 24 students per grade level. NVA plans to open offering grades K-8, adding grades 9-12 in fall 2009 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from

relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

We anticipate drawing upon a large number of local students enrolled in home school and private schools in neighboring communities. Market research conducted as of September 1, 2007, supports our belief that parents want educational options for their students. Persons attending the 2007 Gooding County Fair & Rodeo were given an opportunity to ask questions about NVA, and/or indicate in writing their interest in enrolling their student(s) in NVA. That initial effort gleaned the following information:

Grade*	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Number of Prospective Enrollees	6	8	10	8	9	7	9	9	10	(6)	(5)	(2)	(5)

*Five students were listed as pre-school

4. *Maximum North Valley Academy Face-to-Face School Enrollment Capacity*

NVA seeks to increase face-to-face enrollment as follows: K-1, remain the same at 24; 2-3 to 26; 4-6 to 28; and 7-12 to 30.

Year	Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364
2012-13	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364

5. *Maximum NVA Blended Program Enrollment Capacity*

NVA wishes to establish an enrollment cap of no more than six (6) students per grade in a blended program, which is by definition:

> Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Proposed Maximum Blended Program Student Capacity		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
	Total Blended Program Students	**78**
Total Proposed Maximum Enrollment Cap, Including Blended Program Students		**442**

NVA has budgeted for an anticipated ten (10) blended students for the second half of FY12, or beginning January 2012, and twenty (20) blended students for FY13 and FY14 each (See

Appendix AE). These numbers represent NVA's best guestimate as to the number of students who may enroll in our blended program.

NVA Anticipated Blended Enrollment FY12*					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10
*Enrollment per grade is a guestimate. Actual enrollment may vary across the grades, but will not exceed the approved cap.					

D. Resumes of Directors

(See Appendix L)

E. Financial Plan

(See Appendix O)

F. Start-up Budget with Assumptions

(See Appendices X and AE)

G. Three-Year Operating Budget Form

(See Appendix X and AE)

H. First Year Month-by-Month Cash Flow Form

(See Appendix X)

II. Transportation: Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

A. Transportation Services

NVA will provide transportation services to students within our primary attendance area (Gooding School District) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. NVA may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.

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

from school. NVA will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity

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

III. School Lunch Program

A. Student Nutrition

NVA is offering hot lunch that qualifies under the guidelines of the local health district and follow the guidelines of the National School Lunch Program.

B. Free and Reduced Lunch

The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with guidance from the Idaho State Department of Education.

C. Lunchroom Climate

NVA will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

NVA will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.

2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.

3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).

4. Access to water during mealtimes, at least through water fountains.

5. Access to hand washing or hand sanitizing before students eat meals or snacks.

6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

TAB 9: BUSINESS PRACTICES

I. Cooperative Business Arrangements

A. Professional-Technical Education Courses Offered In Conjunction With Bliss School District

North Valley Academy is offering a professional-technical education (PTE) Information Technology program. NVA is partnering with Bliss School District to offer additional PTE classes.

1. *Curriculum*

The curriculum is offered under the Agricultural, Business, and Family Consumer Science State of Idaho PTE programs.

2. *Transportation*

Since the classes NVA students will be able to utilize are PTE classes, the State of Idaho pays for the busing between Bliss and North Valley Academy.

3. *Special Education*

The needs of students requiring special education services will be met as outlined in Tab 3, Section V.

4. *School Lunch*

If needed to save time, NVA will serve a sack lunch to their students who choose to enroll in Bliss classes.

5. *ADA*

The ADA being earned at Bliss School District is going to be collected by North Valley Academy because Bliss needs more students to be able to justify class offerings for their students.

II. Additional Information

A. State Compliance

NVA will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

B. Right to Evaluate Contract Compliance

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

1. visit NVA;
2. review NVA's records and data;
3. directly survey NVA's parents, students, or employees;
4. audit the books of NVA;
5. pursue other reasonable means of determining accountability for NVA contract.

III. Plan for Termination: Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

It is the responsibility of the Board of NVA to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

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

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

A. Dissolution

Dissolution of NVA Corporation will be conducted by NVA's Board and will follow the NVA Amended Articles of Incorporation as stated under Tab 1, Item A, Article XI.

In the event of dissolution of the school, all parents will be notified in writing. NVA will offer advice in the placing of students in alternate education settings.

B. Disposal of Assets

"Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in NVA's Amended Articles of Incorporation, Article XI. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes." (Reference Amended Articles of Incorporation, Tab 1, Item A, Article XI. Items purchased with federal money will be turned over to the authorizer for distribution.

C. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

D. Transfer of Student Records

In the event of dissolution of the school, all parents will be notified in writing. NVA will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending. Parents will be given instructions on how to request a transfer of student records to a specific school.

E. Transfer of Personnel Records to the Employees

Personnel records will be mailed to employees at the address on file upon termination of the charter.

TAB 10:

NVA BLENDED EDUCATIONAL PROGRAM: Ref. Idaho Code § 33-5202(a)(6)

I. Introduction to NVA Blended Educational Program: Ref. Idaho Code 33-5202(a)(6)

A. Statement of Purpose

North Valley Academy plans to extend the free, rigorous, patriotic education offered to our current face-to-face students to students in a blended program, which is by definition:

> Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

NVA's blended program will move North Valley Academy Charter School forward in our vision to "Create Patriotic and Educated Leaders," and evidences our stated belief in James Madison's statement that… "The advancement and diffusion of knowledge is the only guardian of true liberty."

NVA's mission—in part—is to strive "to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry." We are eager to embrace technology in our delivery as a means to fulfill our vision and mission.

We believe NVA's blended program will make North Valley Academy Charter School more financially sound and will give the parents of students more educational choices. The target population remains the residents of Gooding School District.

We believe that being able to offer North Valley Academy's "free, rigorous, and patriotic education" online, in combination with required classes and activities at school, supports the goals of the State of Idaho to offer innovation and choice in education! As a school of choice, we must look to the future.

North Valley Academy seeks to be the 21st Century School model where technology and the human touch come together to move education forward to the highest possible level!

B. Background

In the summer of 2010, the administration and members of the NVA Board attended the *National Charter School Conference*. Additionally, the administrator attended a *High Schools That Work Conference* as supported by Federal Charter School Grant funds. Warned at that time of looming budgetary cuts, NVA administrators and supporters began looking for ways to save money and still offer a well-developed program. "Student's Come First" legislation necessitates the most expeditious method of making online courses available to students. The most viable and responsible solution is blended course offerings.

The NVA administrator created online courses during employment for previous employers, which were utilized by students during the course of their regular school day. Additionally, the administrator served as co-creator of a dual credit IDLA course, and has taught an online IDLA course.

The Technology Director for NVA created courses to be accessed electronically as another teaching method in the classroom, and this prompted a decision to create online course content for secondary course offerings.

Current face-to-face students at NVA in grades 7-12 are already taking advantage of assignments and content available online during the course of the class. Teachers 7-12 prepare all of their lessons online on Moodle currently. When it is appropriate in the classroom, as determined by the teacher, NVA students login to the class on Moodle. The approach was conceived so students have the opportunity of learning at their own speed, and yet, have the benefit of the teacher's presentations. NVA will be using BrainHoney beginning fall of 2011 instead of Moodle.

C. Definitions

1. "Online education coursework" shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code.

2. "Online teacher" means a person who holds a teaching credential as provided for in Sections 33-1201 and 33-1207, Idaho Code, and who is separated from students by distance and/or time. Teachers of online courses for NVA will receive training which incorporates the ten standards for online teaching outlined by the State Department of Education (see Tab 10).

3. "Online instruction" in the blended program context shall mean a course taught at a distance by a teacher who is separate from students by distance and/or time. Online instruction shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code. This is not to be confused with face-to-face students accessing coursework or assignments over the Internet during the course of a class.

D. Terms and Conditions for Online Courses in Blended Program: Ref. Idaho Code 33-5202(a)(8), 33-5205 (6)(a through h)

As determined by school policy, NVA students applying for permission to take online courses may only do so as participants in the blended program and must meet the following conditions:

1. Students choosing to enroll in NVA blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in required activities and courses at the school.

2. Students will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

3. The express approval of the Principal/Designee will be obtained before a student enrolls in online courses. The student may only switch from face-to-face to blended program participation (or vice-versa) with approval from the principal and the parent(s). The classroom cap will apply.

4. The school must receive an official record of the final grade before credits earned for coursework completed through online instruction will be recognized.

II. NVA Blended Program Plan

North Valley Academy may use an existing online program to supplement the coursework offered to blended program students to offer a continuum of curriculum and services to help educators with their core mission – to serve all students.

NVA's blended model requires participation at our school, which may include additional Core Knowledge curriculum for K-8, "We the People" patriotism program, and others of our unique programs under the direction of our onsite teachers in cooperation with the parent and online instructor as needed.

A. Program Overview

1. The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner. NVA will also supply our blended program students with textbooks as needed and access to appropriate technology. Face-to-face time for the blended program student will vary according to the program chosen by the parent, but will be required as part of the NVA blended program student's grade.

2. NVA blended program students will have equal access to necessary hardware, software, and internet connectivity required for participation in online coursework onsite from 8:00 a.m. to 4:00 p.m. Monday through Friday when school is in session. (Ref. 33-5205(6)(g), Idaho Code.) NVA will not provide any hardware for online courses taken offsite.

3. Teachers will post and maintain virtual office hours for synchronous interaction with NVA blended program students to provide guidance with course material via phone, e-mail, and face-to-face. (Ref. section 33-5205(6)(b), Idaho Code.) These, and frequent, required interactions, in addition to receipt of required coursework, will be the means whereby teachers will verify student attendance. (See Appendix AG for a comprehensive list of interactions).

4. NVA blended program students will be assessed, graded, and awarded course credit in the same manner and by the same standards as face-to-face students (Ref. section 33-5205(6)(e), Idaho Code and Tab 10.II.I.6).

5. NVA blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room, IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix AG).

6. NVA blended program students needing technical support relevant to the delivery of online courses will contact their teacher at NVA who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff. (Ref. 33-5205(6)(f), Idaho Code.)

7. Special education services will be provided to all blended program students who are eligible for services pursuant to the federal Individuals with Disabilities Education Act (IDEA). All requirements for IDEA, as well as Idaho's Special Education Manual Guidance will be followed and implemented as appropriate. Delivery of process, such as meetings or consented assessments, will allow for accommodations to parents and students regarding meeting times and places, including: Face-to-face meetings on- or off-campus at arranged meeting places, telephone conference calls, live meetings online, or a combination thereof to provide student access to all services.

   For example: Students enrolled in NVA's blended program may access speech services as delivered over the Internet in a live session with a speech language pathologist. Another option for delivery of speech services to blended program students may include a meeting in the student's home or an arranged meeting place between the student and NVA's contracted onsite speech language pathologist.

   Disciplinary procedures will be as directed by IDEA process and Idaho SDE guidelines for students eligible for special education services. Necessary communication with parents and students will be facilitated as directed with a combination of methods, such as: meetings on- and off-campus as arranged, online, or telephone conference calls.

   If special education students are in 100% attendance at NVA, all special education requirements per IDEA are provided. If students are not attending NVA 100%, the district in which they reside/enrolled will provide special education services as required by IDEA. NVA will deliver services toward goals and accommodations as directed by IEP for the courses delivered by NVA. (See Tab 3.V.A for additional information about services for Special Education Services).

8. NVA's principal in conjunction with the director of technology will monitor the satisfaction of parents and students with the provider of the online core curriculum. Parent-teacher conferences will be held with blended program students who are enrolled

in online courses at the school face-to-face with the principal/designee three times a year during our regularly scheduled parent-teacher conferences. The required onsite visits will also provide opportunities for interaction with administration and staff. NVA will insist that our provider posts grades and updates to parents with acceptable frequency. All complaints will come to NVA, who will work with the online provider to remedy the situations as they arise.

B. NVA Blended Program Marketing Plan

NVA will not be doing extensive marketing as we are not trying to compete with the five state-wide virtual schools for students. Our population will self-select by having a desire to participate onsite as required.

1. In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA's blended program will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

2. In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. NVA will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

3. Finally, such enrollment information will advise that all prospective blended program students will be given the opportunity to enroll in courses, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

4. Advertising for North Valley Academy may actively recruit students for enrollment in blended program courses using, but not limited to, the following methods:

    a. Advertising with public schools located within the target area using flyers upon administrative approval.

    b. North Valley Academy website that will introduce information about the school.

    c. Brochures promoting the curriculum and methods used by NVA's blended program.

    d. Public informational meetings about NVA's blended program held in accordance with Idaho Statute § 67-23.

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

f. Web, e-newsletters, and social media.

C. Admissions Procedures: Ref. Idaho Code § 33-5205(3)(j)

1. *Admission Procedures*

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

2. *Enrollment Deadline*

NVA will establish an enrollment deadline by which date all requests for admission to enroll in blended program courses for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

3. *Requests for Admission*

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to participate in NVA's blended program courses. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in blended program courses, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to enroll in blended program courses, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of NVA is insufficient to enroll all prospective blended program students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be enrolled in NVA blended program courses, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established for enrollment in blended program courses will be permitted to participate in the equitable selection process.

4. *Admissions Preference*

NVA will establish admission preferences for blended program participation as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to NVA blended program courses, students of founders, siblings of students already participating in blended program courses, and those in the primary attendance area. Founders have already been identified as set forth in Tab 7.

5. *Priority of Preferences for Initial Enrollment*

a. Selection Hierarchy

Admission preferences for initial enrollment of students in NVA blended program courses will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

b. Attendance Areas

The primary attendance area for students participating in NVA's blended program courses will be Gooding School District boundaries.

c. Re-enrollment

Once enrolled in NVA's blended program, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

6. *Priority Preferences for Subsequent Enrollment Periods*

NVA will have admission preferences for enrollment of students in blended program courses in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

a. First priority group: students returning to NVA's blended program;
b. Second priority group: (1) children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school, followed by: (2) children of full-time employees of NVA, and finally: (3) children who attended NVA within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment;
c. Third priority group: siblings of pupils already selected by the lottery or other random method;
d. Fourth priority group: applicants in primary attendance area; and
e. Fifth priority group: applicants outside of primary attendance area

7. *Proposed Attendance List*

Each year NVA will maintain a proposed blended program attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which NVA will designate admission preferences applicable to each prospective blended program student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

8. *Provision for Over Enrollment: Equitable Selection Process*

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

9. *Final Selection List*

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

a. Notification and Acceptance Process

i. Within seven days after conducting the selection process, NVA will send an offer letter to the parent who submitted an admission request in the blended program on behalf of the student, advising the person that the student has been selected for admission to NVA. The offer letter must be signed by the student's parent, and returned to NVA by the date designated in the offer letter from NVA.

ii. Within seven days after conducting the selection process, NVA will send a letter to the parent, or other person who has submitted an admission request for the blended program on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)

iii. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

iv. If a student withdraws from NVA blended program courses during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

10. *Subsequent School Years*

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

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

11. *Amendments*

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

D. Secondary Blended Program Offerings, Grades 7-12

In addition to online course offerings by the provider(s) selected by NVA, onsite teachers will prepare online lessons using BrainHoney LMS. Professional development will be administered by IDLA (See Appendix AH).

E. Supplemental Secondary Blended Program Requirements: Ref. Idaho Code § 33-5205(6)(g)

1. NVA blended program secondary students will be expected to attend school in NVA uniform to participate in the "Above and Beyond" secondary program where they will join students in like grades for recitation of patriotic poetry and readings, as well as, singing of patriotic songs.

2. NVA blended program secondary students will be required to attend at least one, all-school activity per trimester. Some of the current all school activities offered at NVA are drama productions, sports, academic fair, invention convention, winter holiday program, graduation ceremony and production, school sanctioned dances, Project Rudolph Military Support, etc.

3. NVA blended program secondary students will also be required to participate in our all-school service opportunities and/or an approved family/community service opportunity every trimester.

F. Elementary Blended Program Offerings, Grades K-6

1. The online portion of the blended program looks somewhat different for students K-6 than it does for the students 7-12. In grades K-6, North Valley Academy plans to purchase courses that are already created. Our teachers will add charter-driven coursework, which will be delivered with regular textbooks and online support in the form of lesson plans related to the added program.

2. NVA K-6 blended program students will be required to attend the weekly "Rise and Shine" ceremony where they (in full dress code compliance) and NVA full-time, face-to-face students will join together in activities such as: recitation of patriotic poetry and readings, as well as, singing of patriotic songs. Programs such as the Great Expectations Character Education program is reinforced in this setting. This can include the Word-of-the-Week, a Hero of the Month, and recitation of the school creed.

3. NVA K-6 blended program students will be required to participate in all-school activities and all-school/family/community service opportunities per year. Age-appropriate activities are offered several times each semester, such as: Academic Fair, Invention Convention, drama productions, monthly Hero nights, Veteran's Program, Project Rudolph Veteran Support, etc.

G. Class Size

NVA anticipates a minimum enrollment of ten, full-time, blended program students in grades K-12 no sooner than January 2012. NVA seeks a cap of no more than six (6) students per grade.

NVA Anticipated Blended Program Enrollment 2011-2012 School Year *Student enrollment at specific grade levels is a guestimate. The actual enrollment may vary, but will not exceed the cap.					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10

H. Transportation Services

The State Department of Education indicated in the sufficiency review completed 5/27/2011, "NVA will not be eligible for the on-line transportation reimbursement."

I. Operating Procedures

Upon approval of the PCSC, NVA will partner with an accredited provider of online content as we grow into offering our current curriculum (offered to our full-time, face-to-face students) to NVA blended program students. At that time NVA will start advertising by print and word of mouth the addition of NVA blended program course offerings. The response will determine in part the method of delivery.

1. Vendors

NVA will utilize an online vendor with experience in Idaho for the online course portion of its blended program. NVA is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes. Both providers include textbooks and NVA will add the Core Knowledge Sequence for grades K-8 that will be monitored by NVA's site coordinator for progress. Attendance in courses and activities at the school will be a graded requirement.

a. *Connections* is the most economical provider of a full deal including the teacher. They will allow NVA to pay monthly for their service and adjust the fee if students drop out of the program. *Connections* also has a reputation for making AYP. If NVA uses *Connections*, we would need to hire a site coordinator or use one of our current staff.

b. *K-12* offers training for local teachers to monitor the class or they will supply the teacher for an additional cost. NVA will hire teachers as needed depending on the delivery

method chosen. *K-12* also offers a payment plan spaced over 10 months on a month-to-month basis to reflect fluctuating enrollment. Again, NVA will need to hire a site coordinator or use a current staff member.

c. *IDLA* is the most economical program without a teacher. NVA would provide the certified teacher under this option.

2. *Character Education*

We may also incorporate the character education programs currently in use at NVA, i.e. "Great Expectations", Ron Clark's "Essential 55", "Excellent 11", and James Owens' "Cowboy Ethics." This will be accomplished in part by attendance at the K-6, "Rise and Shine" ceremony or the 7-12, "Above and Beyond" ceremony.

3. *Personnel Standards*: Ref. Idaho Code § 33-5205(6)(c)

Upon approval of the PCSC, NVA will sign a contract with a provider and start advertising by print and word of mouth the addition of NVA blended program courses. The response will determine in part the method of delivery.

The online teachers will be employees of the curriculum provider the first year. These teachers will teach the "core" classes. NVA certified onsite teachers will teach some electives during the required onsite attendance. NVA staff and teachers will be the ones to communicate and teach our specific mission/values during the onsite attendance. These values are instilled by everything NVA does at our school, from the uniforms, to the character education, to the rooms themselves. That is why NVA has decided that only a blended program will work for us. We believe in education through online courses as a solid choice for some parents and kids, but NVA needs to see them often to really do a thorough job of "creating patriotic and educated leaders". By the second year of offering blended program courses, NVA hopes to have its teachers trained to take over "some" of the online classes offered in the blended program. All teachers of core curriculum will be required to be certified as required.

NVA's online teachers will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching. Those standards are:

a. Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

b. Standard #2: Knowledge of Human Development and Learning - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

c. Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

d. Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

e. Standard #5: Classroom Motivation and Management Skills - The online teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

f. Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

g. Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

h. Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

i. Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

j. Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

4. *Proposed Partnerships*

See Appendices AA-AD

5. *Financial Statement*

See Appendix AE

6. *ADA (Blended Program Funding and Accountability for Funding)*

Students choosing to enroll in NVA blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in activities and courses at school as required.

NVA will receive ADA based on coursework completion:

a. Since the classes at NVA are delivered in trimesters, blended program courses will be delivered in trimester sections.

b. A trimester equates with three months of our school calendar.

c. One-third (1/3) of the course must be completed each month. The teacher of the course **WILL** keep records recording student success and a monthly cumulative grade report. If the student has completed 100% of the coursework due for each month, NVA receives full ADA seat time. If the student completes 75% of the coursework due each month, NVA receives 75% of the ADA.

d. The teacher will keep the monthly documentation and that documentation will be given to the school clerk at the end of the month to include in the ISEE report.

e. ISEE information is uploaded to the State Department of Education monthly.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission

Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1st Year Cash Flow	Update the 1st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES AND MISSION STATEMENT: Ref. Idaho Code § 33-5204(1)

I. Articles of Incorporation

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ARTICLES OF INCORPORATION

OF

NORTH VALLEY ACADEMY, INC.

KNOW ALL MEN BY THESE PRESENTS, that the undersigned incorporators being of the age of twenty-one (21) years or more, desiring to organize a corporation under the laws of the State of Idaho, do hereby make, sign and verify these Articles of Incorporation.

ARTICLE I

The name of the corporation shall be NORTH VALLEY ACADEMY, INC., an Idaho Nonprofit Corporation, hereinafter the "Corporation."

ARTICLE II

The Corporation shall not have members and shall exist perpetually, or until dissolved according to law.

ARTICLE III

The Corporation shall be a nonprofit corporation, created and existing under the Idaho Nonprofit Corporate Act, Idaho Code ' 30-3-1, et seq. The Corporation shall have all powers lawful and necessary to direct, operate, and maintain a nonprofit, public charter school within the State of Idaho and to deal generally therein. The Corporation is organized and shall be operated solely and exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

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 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation

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contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1969 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE IV

The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the corporation inure to the benefit of, or be distributable to its incorporators, directors, 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 in Article III hereof.

ARTICLE V

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

ARTICLE VI

The provisions for the regulation of internal affairs of the Corporation shall be set forth within the Bylaws and the Charter.

ARTICLE VII

The address of the initial registered office of the Corporation shall be 2190 East 1850 South, Gooding, Idaho, 83330. The name of the initial registered agent at such address shall be DANIELLE LOFGRAN.

ARTICLE VIII

The number of directors which shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than three (3) nor more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be three (3) and the names and addresses of the persons who shall serve as directors until their successors are elected and shall qualify are:

Name	**Address**
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Fineas Hughbanks	1925 South 2000 East, Gooding, Idaho 83330

ARTICLE IX

The names and addresses of the incorporators are:

Name	**Address**
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Gayle DeSmet	2006 East 1850 South, Gooding, Idaho 83330

ARTICLE X

The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, but only upon the majority vote of all Directors.

ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable, educational, and/or scientific purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code. If no such suitable organization is found or if the Directors then serving cannot agree on a distribution, the remaining assets shall be distributed to the Gooding School District #231, as organized under the laws of the State of Idaho, for exempt, public educational

purposes. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

DATED this 30th day of June, 2006.

Danielle Lofgran
DANIELLE LOFGRAN

Debra Infanger
DEBRA INFANGER

Gayle DeSmet
GAYLE DESMET

"Incorporators"

STATE OF IDAHO)
ss:
County of Gooding)

On this 30th day of June, 2006, before me, the undersigned, a Notary Public in and for said County and State, personally appeared DANIELLE LOFGRAN, known to me to be the person whose name is subscribed to the within and foregoing instrument, and who acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, the day and year in this certificate first above written.

DELTA PRINCE
NOTARY PUBLIC
STATE OF IDAHO

NOTARY PUBLIC for Idaho
Residing at Gooding, Idaho
Commission Expires: 9-13-2018

STATE OF IDAHO)
ss:
County of Gooding)

On this 30th day of June, 2006, before me, the undersigned, a Notary Public in and for said County and State, personally appeared DEBRA INFANGER, known to me to be the person whose name is subscribed to the within and foregoing instrument, and who acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, the day and year in this certificate first above written.

DELTA PRINCE
NOTARY PUBLIC
STATE OF IDAHO

NOTARY PUBLIC for Idaho
Residing at Gooding, Idaho
Commission Expires: 9-13-2018

STATE OF IDAHO)
ss:
County of Gooding)

On this 30th day of June, 2006, before me, the undersigned, a Notary Public in and for said County and State, personally appeared GAYLE DESMET, known to me to be the person whose name is subscribed to the within and foregoing instrument, and who acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, the day and year in this certificate first above written.

DELTA PRINCE
NOTARY PUBLIC
STATE OF IDAHO

Delta Prince
NOTARY PUBLIC for Idaho
Residing at Gooding, Idaho
Commission Expires: 9-13-2010

ARTICLES OF AMENDMENT

OF

NORTH VALLEY ACADEMY, INC.

The Directors of the North Valley Academy, Inc., an Idaho non-profit corporation, adopted by resolution and majority vote of the Directors these Articles of Amendment. By such resolution and pursuant to the Idaho Non-Profit Corporation Act, Title 30, Chapter 3 of Idaho Code, the Directors set forth the Articles of Incorporation to be amended as herein stated, and declare:

That the undersigned are natural persons over the age of twenty-one (21), acting as all of the Directors of a non-profit corporation under Idaho law, approved by unanimous vote on the 15th day of August, 2007, a resolution adopting the following Amendment to the Articles of Incorporation for such non-profit corporation:

That Article XI of the Articles of Incorporation, be, and the same is hereby amended to read as follows:

ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to the Authorized Chartering Entity as defined by Idaho law, in accordance with the requirements of Idaho Code and the Idaho administrative rules governing Public Charter Schools, and in full compliance with Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

DATED this 15th day of August, 2007.

The Directors of North Valley Academy, Inc.

Debra Infanger Director/Chairman	Danielle Lofgran Director/Vice-Chairman
Jennifer Andrus Director/Secretary	Fineas Hughbanks Director/Treasurer
Mary Belle Anderson Director	

II. Bylaws: Ref. Idaho Code § 33-5204(1) & 30-3-21(1)

BYLAWS

OF

NORTH VALLEY ACADEMY, INC.

KNOW ALL MEN BY THESE PRESENTS: that *NORTH VALLEY ACADEMY, INC.* (hereinafter the "Corporation"), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt, its Bylaws for the conduct and control of its business affairs:

ARTICLE I: OFFICES

The principal office of the Corporation shall be located in the County of Gooding, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as "Board," may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. General Powers.
The affairs of the Corporation shall be managed by its Board.

SECTION 2. Number, Tenure, and Qualifications.
The number of Directors shall be five (5). All members of the Board shall be residents of Idaho. Except as otherwise provided by these Bylaws, each Director shall hold office for a term of three (3) years, or until his successor shall have been elected and qualified. No Director may serve for more than a total of three terms, or nine (9) years, whichever is longer.

SECTION 3. Regular Meetings.
A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of February, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution.

SECTION 4. Special Meetings.
Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the

Board may fix any site within Gooding County, Idaho, as the place for holding any special meeting of the Board called by them.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law. Notice of any special meeting of the Board must include shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

SECTION 6. Quorum.

A majority of the Board shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

SECTION 8. Order Of Business.

At meetings of the Board, business shall be transacted in such order as from time to time the Board may, by resolution, determine. At all meetings of the Board, the Chairman, or, in his absence, the Vice Chairman, or, in the absence of both, a member of the Board to be selected by the members present, shall preside. The Secretary of the Corporation shall act as Secretary at all meetings of the Board, and in case of his absence, the Chairman of the meeting may designate any person to act as Secretary.

SECTION 9. Vacancies.

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

SECTION 10. Compensation.

Directors as such shall not receive any stated salaries for their services, but by resolution of the Board a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefore.

SECTION 11. Informal Action by Directors.

Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

SECTION 12. Initial Terms.

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

Fineas Hughbanks	(Seat One)	-	1 years
Mary Belle Anderson	(Seat Two)	-	2 years
Debra Infanger	(Seat Three)	-	2 years
Danielle Lofgran	(Seat Four)	-	3 years
Jennifer Andrus	(Seat Five)	-	3 years

ARTICLE III: OFFICERS

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. IF the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. Any Vice Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 7. Treasurer.

The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or to her depositories as shall be selected in accordance with the provisions of Article VI of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chairman or by the Board. If required by the Board, the Treasurer shall give bond for the faithful performance of his duties in such sum as the Board of directors may require.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The

Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). Members of that committee will be elected annually by parents of students enrolled in the North Valley Academy charter school according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

SECTION 2. Other Committees.

The Board may from time to time appoint such standing or special committees as, in their judgment, may be deemed expedient, and refer to any such committee or committees any corporate matter, with or without power to act, and subject to such limitations as may be prescribed by the Board. In the event any matter be referred to any such committee with power to act, the reference shall be made by resolution entered of record in the Minutes of the meeting making such reference, and such power shall continue until revoked by the Board.

ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1. Contracts.

The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chairman or a Vice Chairman of the Corporation.

SECTION 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 4. Gifts.

The Board may accept on behalf of the Corporation any grant, contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VI: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VIII: INDEMNIFICATION OF OFFICERS, DIRECTORS, & EMPLOYEES

SECTION 1. Indemnification.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this Corporation) by reason of the fact that such Director is or was a Director of this Corporation, against expenses, judgments, fines and settlements actually and reasonably incurred in connection with such proceeding.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation to procure a judgment in its favor by reason of the fact that that Director is or was a Director of this Corporation, against expenses actually or reasonably incurred by that Director in connection with the defense or settlement of that action. This indemnification provided by this Article VIII shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by law, agreement, vote or shareholders of disinterested directors, or otherwise, both as to an action in his official capacity and as to an action in another capacity while holding such office, and shall continue as to a Director who has ceased to be a Director and shall inure to the benefit of the heirs and Personal Representative of such a Director.

A Director will only be indemnified under this Article VIII if:

(a) The Director has disclosed to the Board of Director all other materials activities and relationships, other than professional, confidential relationships, relating or similar to those of this Corporation, and the decisions, policies or resolutions giving rise to or creating the need for indemnification;

(b) All past, present or potential conflicts of interest between the Director and this Corporation relating to the transaction for which indemnification is sought; and

(c) The Director has provided or disclosed to the Board all information known to the Director regarding the policy, decision, resolutions or transactions for which indemnification is sought. This includes all information obtained by the Director

after the transaction occurred or after adoption of the policy, decision or resolution.

SECTION 2. Continuity of Protection.

The indemnification provided by this Article shall not be deemed exclusive and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person.

SECTION 3. Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation has the authority or obligation to indemnify him against such liability under the provisions of this Article.

ARTICLE IX: SEAL

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words “Corporate Seal” and “Idaho”. The Seal shall be in charge of the Secretary.

ARTICLE X: WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

These Bylaws, the Articles of Incorporation of the Corporation, and the Charter may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of **NORTH VALLEY ACADEMY, INC.**, also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of said Corporation, on the 15 day of August, 2007, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary, respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 15th day of August, 2007.

Debra Infanger Director/Chairman	Danielle Lofgran Director/Vice-Chairman
Jennifer Andrus Director/Secretary	Fineas Hughbanks Director/Treasurer
Mary Belle Anderson Director	

STATE OF IDAHO)
:ss
County of Gooding)

I, Jennifer Andrus, the duly and regularly elected, qualified, and acting Secretary of **NORTH VALLEY ACADEMY, INC.**, do hereby certify that the above and foregoing By-Laws were regularly adopted by the Directors of said Corporation at a regular meeting of the Directors of said Corporation, duly and regularly held and called on the 15 day of August, 2007, and were also adopted by the majority vote of the members of the Corporation, at a duly and regularly called and held meeting of the Corporation, on the 15 day of August, 2007.

IN WITNESS WHEREOF, I have hereunto set my hand this 15 day of August, 2007.

Jennifer Andrus
Secretary of the Corporation

BEFORE THE DIRECTORS OF THE
NORTH VALLEY ACADEMY, INC.

Resolution 2007-02

PROVIDING FOR AMENDMENT TO THE BYLAWS

Be It Resolved by the Directors of the North Valley Academy, Inc.:

WHEREAS, the Directors have petitioned the Idaho Public Charter School Commission and the State Board of Education for approval of a Charter to establish the North Valley Academy, Inc. as a public charter school; and

WHEREAS, the staff of the State Board of Education has recommended certain changes to the Bylaws of the Corporation to ensure compliance with state law governing Public Charter Schools; and

WHEREAS, the Directors desire to comply with state law and secure State approval of the proposed Charter and petition for the North Valley Academy, Inc. to become a public charter school under Idaho law; and

WHEREAS, the Directors have reviewed the proposed changes and believe that they are in the best interest of the Corporation;

NOW THEREFORE, BE IT RESOLVED by the Directors of the North Valley Academy, Inc.:

Section 1. That Article II, Section 3 of the Bylaws, be, and the same is hereby amended to read as follows:

> SECTION 3. Regular Meetings.
> A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of February, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343.

Section 2. That Article II, Section 10 of the Bylaws, be, and the same is hereby amended to read as follows:

> SECTION 10. Compensation.
> Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall

comply with and be bound by the provisions of Idaho Code §§ 33-5204(5)(a) and 33-5204A.

Section 3. That Article II, Section 11 of the Bylaws, be, and the same is hereby repealed and shall be deleted in its entirety.

Section 4. That Article II, Section 12 of the Bylaws, be, and the same is hereby redesignated and renumbered as Article II, Section 11.

Section 5. That Article IV, Section 1 of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the North Valley Academy charter school and full-time faculty shall be members of the PFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

Section 6. That Article XI of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

Section 6. That Article XII of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

SECTION 1. Amendment to the Bylaws and Articles of Incorporation.

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

SECTION 2. Charter Amendments Require State Authorization.

(a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).

(b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

(c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.

(d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).

(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403).

BE IT FURTHER RESOLVED that these changes shall take effect immediately upon approval by a majority of the Directors; and

BE IT FURTHER RESOLVED that the Secretary of the Corporation shall incorporate such changes into a published copy of the Bylaws, which Bylaws shall be kept in the Corporate records and made available to the public upon request.

STATE OF IDAHO)
:ss
County of Gooding)

We, the undersigned, the duly and regularly elected, qualified, and acting President and Secretary of NORTH VALLEY ACADEMY, INC., do hereby certify that the above and foregoing Resolution was regularly adopted by a majority of the Directors of said Corporation at a duly and regularly called and held meeting of the Board of Directors, on the 15th day of August, 2007.

IN WITNESS WHEREOF, we have hereunto set our hand this 15th day of August, 2007.

Debra Infanger
Director/Chairman

Jennifer Andrus
Director/Secretary

III. Signatures and Proof of Qualification of Electors of the Attendance Area: Ref. 33-5205(1)(a) & 33-5205(3)

STATE OF IDAHO
SS
COUNTY OF GOODING

To Idaho Public Charter School Commission, I, Denise M. Gill, County Clerk of Gooding County, hereby certify that ** 15 ** signatures on this petition are those qualified electors.

Signed: Denise M. Gill
County Clerk or Deputy

Appendix E: Board Roster

North Valley Academy
October 10, 2013

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Debra A. Infanger (seat three)	Chairman (9/02/08-9/02/16)	Business, Insurance	debyinfanger@yahoo.com	208-539-7271
Mary Belle Anderson (seat two)	Vice Chair (9/02/08-9/02/16)	Medical, Artec Board	manderson@phd5.idaho.gov	208-358-2918
Michele Elliott (seat five)	Treasurer, 1 year (9/02/08-9/02/15)	Budget, School Finance	michelle.elliott@bliss.234.org	208-352-4447
Tonya Boyer (seat four)	Secretary (9/02/08-9/02/14)	Medical, parent seat	mtdsboyer@yahoo.com	208-539-9993
Al Cox (seat one)	Director (9/02/08-9/02/15)	Sports, Military, parent	alc@ssmidamerica.com	208-358-1071

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Valley Academy Year Opened: 2008 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to the existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0.00

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			0.00

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Notes

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0.00
	51-75	25	45-69	25	0.00
	26-50	25	31-44	14	0.00
	0-25	25	1-30	30	0.00
					0.00

Notes

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a Advanced Opportunity Coursework

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible	Points Earned
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
			0.00

Notes

Measure 4b1 College Entrance Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0.00

Notes

Measure 4b2 College Entrance Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
			0.00

Notes

Measure 4c Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
						0.00

Notes

	MISSION-SPECIFIC GOALS			
Measure 1	**Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		52	
	Meets Standard: Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 2	**Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	Meets Standard: Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 3	**Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	Meets Standard: Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

		Result	Points Possible	Points Earned
Measure 4	**Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**			
	Exceeds Standard: Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	Meets Standard: Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

		Result	Points Possible	Points Earned
Measure 5	**Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**			
	Exceeds Standard: Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	Meets Standard: Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

		Result	Points Possible	Points Earned
Measure 6	**Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**			
	Exceeds Standard: Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	Meets Standard: Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

Measure 7	**Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		54	
	Meets Standard: Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 8	**Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	Meets Standard: Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			
Measure 9	**Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	Meets Standard: Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

		Result	Points Possible	Points Earned
Measure 10	**Do the school's 9th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**			
	Exceeds Standard: Students in 9th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	Meets Standard: Students in 9th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 9th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 9th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

		Result	Points Possible	Points Earned
Measure 11	**Do the school's 10th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**			
	Exceeds Standard: Students in 10th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	Meets Standard: Students in 10th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 10th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 10th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

		Result	Points Possible	Points Earned
Measure 12	**Do the school's 11th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**			
	Exceeds Standard: Students in 11th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		54	
	Meets Standard: Students in 11th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 11th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 11th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

		Result	Points Possible	Points Earned
Measure 13	**Do the school's 12th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**			
	Exceeds Standard: Students in 12th grade earned an average evaluation point total of 21 to 24 on the NVA 12th Grade Portfolio Reference Sheet		54	
	Meets Standard: Students in 12th grade earned an average evaluation point total of 15 to 20 on the NVA 12th Grade Portfolio Reference Sheet		50	
	Does Not Meet Standard: Students in 12th grade earned an average evaluation point total of 9 to 14 on the NVA 12th Grade Portfolio Reference Sheet		28	
	Falls Far Below Standard: Students in 12th grade earned an average evaluation point total of 0 to 8 on the NVA 12th Grade Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by the school to the PCSC by June 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a **Implementation of Educational Program**	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b **Education Requirements**	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c **Students with Disabilities**	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c Employee Rights	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d Background Checks	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

25

Measure 1a
Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0.00

Notes

Measure 1b
Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0.00

Notes

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
			0.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
Does Not Meet Standard: Not applicable			
Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
			0.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a
Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		50	
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
			0.00

Notes

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
Meets Standard: Debt to Asset Ratio is less than 0.9		50	
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
			0.00

Notes

Measure 2c
Cash Flow

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	Points Possible	Points Earned
	0		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		50	
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
			0.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
Falls Far Below Standard: Not Applicable			
			0.00

Notes

NORTH VALLEY ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	1%	**0.00**
	1b	25	2%	0.00	25	1%	**0.00**
Proficiency	2a	75	5%	0.00	75	4%	**0.00**
	2b	75	5%	0.00	75	4%	**0.00**
	2c	75	5%	0.00	75	4%	**0.00**
Growth	3a	100	7%	0.00	100	6%	**0.00**
	3b	100	7%	0.00	100	6%	**0.00**
	3c	100	7%	0.00	100	6%	**0.00**
	3d	75	5%	0.00	75	4%	**0.00**
	3e	75	5%	0.00	75	4%	**0.00**
	3f	75	5%	0.00	75	4%	**0.00**
	3g	100	7%	0.00	100	6%	**0.00**
College & Career Readiness	4a				50	3%	**0.00**
	4b1 / 4b2				50	3%	**0.00**
	4c				50	3%	**0.00**
Total Possible Academic Points		900			**1050**		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			**1050**		
Total Academic Points Received				0.00			**0.00**
% of Possible Academic Points for This School				0.00%			**0.00%**

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1				**52**	3%	**0.00**
Average Portfolio Score - 1st	2				**54**	3%	**0.00**
Average Portfolio Score - 2nd	3				**54**	3%	**0.00**
Average Portfolio Score - 3rd	4				**54**	3%	**0.00**
Average Portfolio Score - 4th	5				**54**	3%	**0.00**
Average Portfolio Score - 5th	6				**54**	3%	**0.00**
Average Portfolio Score - 6th	7				**54**	3%	**0.00**
Average Portfolio Score - 7th	8				**54**	3%	**0.00**
Average Portfolio Score - 8th	9				**54**	3%	**0.00**
Average Portfolio Score - 9th	10				**54**	3%	**0.00**
Average Portfolio Score - 10th	11				**54**	3%	**0.00**
Average Portfolio Score - 11th	12				**54**	3%	**0.00**
Average Portfolio Score - 12th	13				**54**	3%	**0.00**
Total Possible Mission-Specific Points		600	40%		**700**	40%	
Total Mission-Specific Points Received				0.00			**0.00**
% of Possible Mission-Specific Points Received				0.00%			**0.00%**

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500		**1750**	
TOTAL POINTS RECEIVED		0.00		**0.00**
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		0.00%		**0.00%**

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**0.00**
	1b	25	6%	**0.00**
	1c	25	6%	**0.00**
	1d	25	6%	**0.00**
Financial Management & Oversight	2a	25	6%	**0.00**
	2b	25	6%	**0.00**
Governance & Reporting	3a	25	6%	**0.00**
	3b	25	6%	**0.00**
Students & Employees	4a	25	6%	**0.00**
	4b	25	6%	**0.00**
	4c	25	6%	**0.00**
	4d	25	6%	**0.00**
School Environment	5a	25	6%	**0.00**
	5b	25	6%	**0.00**
	5c	25	6%	**0.00**
Additional Obligations	6a	25	6%	**0.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE OPERATIONAL POINTS				**0.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**0.00**
	1b	50	13%	**0.00**
	1c	50	13%	**0.00**
	1d	50	13%	**0.00**
Sustainability Measures	2a	50	13%	**0.00**
	2b	50	13%	**0.00**
	2c	50	13%	**0.00**

	2d	50	13%	**0.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE FINANCIAL POINTS				**0.00%**

NORTH VALLEY ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.

3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.

b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

   i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.

   ii. Revised petitions shall clearly show the submission date of the revision on the title page.

   iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

   iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

   v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

   vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

    i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

    i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

Admission Procedures

NVA will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both NVA and NVA's blended program courses. NVA will conduct a separate lottery for students wishing to enroll in NVA's blended program courses.

A. Enrollment Deadline

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

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend NVA. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in NVA, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to attend NVA, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of NVA is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to NVA, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by NVA will be permitted to participate in the equitable selection process.

C. Admissions Preference

NVA will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to NVA, students of founders, siblings of students already selected to attend NVA, and those in the primary attendance area.

1. *Founders*

Founders will be defined as those persons:

a. involved in the initial writing of the petition for the Charter of NVA, by:

i. researching start-up facilities sites
ii. budget planning
iii. writing policies and definitions

b. Those individuals who have made a significant contribution to the development and establishment of NVA as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. *Selection Hierarchy*

Admission preferences for initial enrollment of students for NVA will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. *Attendance Areas*

The primary attendance area for NVA will be Gooding School District boundaries.

3. *Re-enrollment*

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

E. Priority Preferences for Subsequent Enrollment Periods

NVA will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

1. First priority group: students returning to NVA;
2. Second priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area

Beginning with the 2010-2011 school year, North Valley Academy amends the priority preference as follows:

Children of full-time employees of the public charter school will be included within the first priority group, subject to the limitations therein. Otherwise, such children shall be included in the third priority group, subject to the limitations therein.

North Valley Academy will include the following children within the second priority group, subject to the limitations therein:

1. Children of full-time employees of NVA, and
2. Children who attended NVA within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

F. Proposed Attendance List
Each year NVA will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which NVA will designate admission preferences applicable to each prospective student. The columns might designate —A‖ for returning preference; – B‖ for founders preference; – C‖ for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and —D‖ for attendance area preference.

G. Provision for Over Enrollment: Equitable Selection Process
If the initial capacity of NVA is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then NVA will determine who will be offered admission to NVA by conducting a fair and equitable lottery selection process.

H. Final Selection List
The names of the persons in highest order on the final selection list will have the highest priority for admission to NVA in that grade, and will be offered admission to NVA in such grade until all seats for that grade are filled.
1. *Notification and Acceptance Process*
a. Within seven days after conducting the selection process, NVA will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to NVA. The offer letter must be signed by the student's parent, and returned to NVA by the date designated in the offer letter from NVA.

b. Within seven days after conducting the selection process, NVA will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)

c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

d. If a student withdraws from NVA during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. *Subsequent School Years*
The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of NVA is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by NVA for that year.
All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to NVA when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

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

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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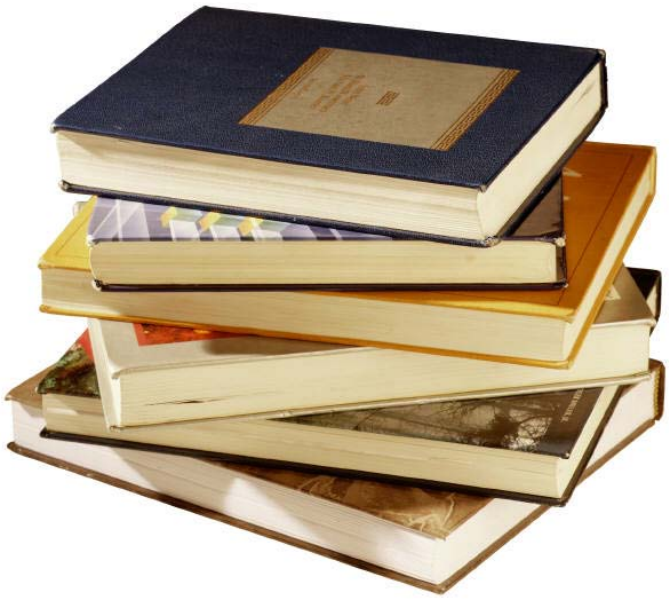


Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

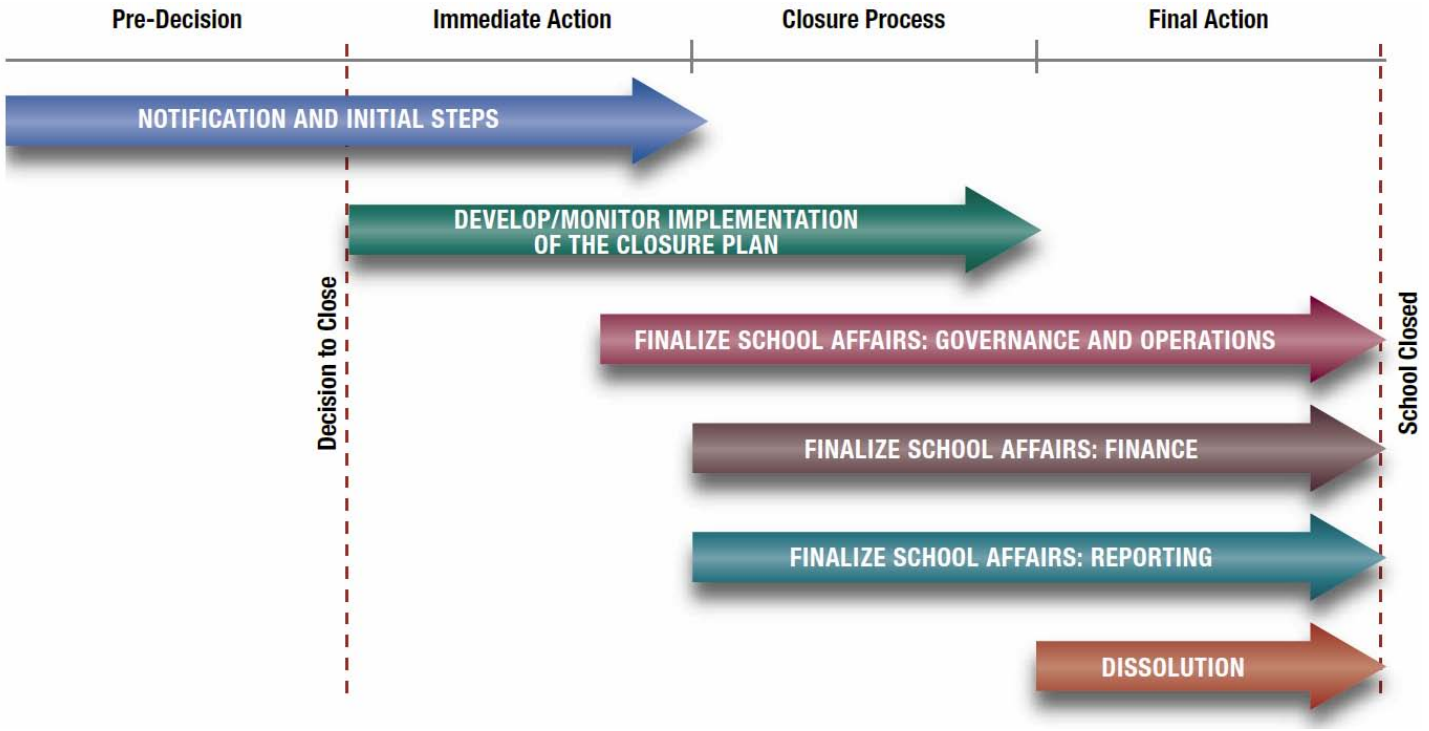
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

SUBJECT

American Heritage Charter School Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B
I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with American Heritage Charter School (AHCS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and AHCS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the AHCS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the American Heritage Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the "Authorizer"), and American Heritage Charter School, Inc. (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on August 7, 2012, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2013; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2013. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 10, 2013, and shall continue through June 30, 2017, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

School Mission. The mission of the School is as follows: At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."

A. **Grades Served.** The School may serve students in kindergarten through grade 12, in accordance with the growth phases described in the approved charter.

B. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- **Focus on patriotic American values**
  - through daily teaching of the American Heritage Curriculum;

- fostering a service centered and civic-minded culture;
- emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
- helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurism, and free market capitalism education K-12.

- **Build a culture of respect**
  - by providing a controlled disciplinary environment;
  - requiring students and staff to adhere to dress code;
  - exhibiting and expecting exemplary behavior from students and staff; and
  - implementing the character education program in the American Heritage Curriculum.
- **Provide a rigorous academic education**
  - by requiring the Core Knowledge Curriculum K-8; and
  - requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements.
- **Support teacher growth and excellence**

C. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

D. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set

out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. Required Reports. The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 364 face-to-face students and 78 blended program students, for a total of 442 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

PHASE 1 (Fall 2013)	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	0	0	0	0	244
Blended	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	24	24	26	26	28	28	28	30	30	0	0	0	0	**244**

PHASE 2 (Fall 2014)	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	364
Blended	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	24	24	26	26	28	28	28	30	30	30	30	30	30	**364**

PHASE 3 (Fall 2015)	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	364
Blended	6	6	6	6	6	6	6	6	6	6	6	6	6	78
Totals	24	24	26	26	28	28	28	30	30	30	30	30	30	**442**

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or

proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 1736 S 35th W, Idaho Falls, ID, 83402. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: Idaho Falls School District 91

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. Additional Services. Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. No Third-Party Beneficiary. This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. Amendment. This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 10, 2013.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, American Heritage Charter School Board

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Appendix A: Conditions of Authorization / Renewal

American Heritage Charter School
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter

American Heritage Charter School, Inc.

AMERICAN HERITAGE CHARTER SCHOOL (AHCS) CHARTER

Approved by:
Idaho Public Charter School Commission
August 7, 2012

American Heritage Charter School
SW Corner of Jct. of New Sweden School Rd. and Mill Rd.
Idaho Falls, Idaho

Contact Person:
Debra A. Infanger
1240 S 35th W
Idaho Falls, Idaho 83402
Phone: 208-539-7271
FAX: 208-934-8835
debyinfanger@yahoo.com

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TAB 1: VISION, MISSION, LEGAL STATUS

I. Vision Statement

American Heritage Charter School strives to create patriotic and educated leaders.
We believe in James Madison's statement:

"The advancement and diffusion of knowledge is the only guardian of true liberty."

II. Mission Statement

American Heritage Charter School strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.
(To be posted at the school's entrance)

School goals:

- Provide a rigorous academic education
- Provide a controlled disciplinary environment
- Provide a patriotic American History emphasis
- Require students and staff to adhere to dress code
- Exhibit exemplary behavior from students and staff
- Provide dual credit opportunities
- Provide a jump start for the college bound student
- Provide excellent teacher training using "staff as trainers" model
- Require the Core Knowledge Curriculum K-8
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

Unique Qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money management, entrepreneurism, and free market capitalism education K-12
- Expectation that every student will prepare for post-secondary education (academic or technical)
- Service centered and civic-minded culture
- Emphasis on American exceptionalism
- K-12 weekly teacher collaboration
- K-12 Project based and cross-curricular instruction

Methodology

- Employ a top notch administrator focused on "what is best for our students"
- Pay the teachers higher than the state of Idaho salary schedule

- Foster a partnering between teachers and classes in all grades
- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all approved forms of curriculum delivery

The annual programmatic audit and the annual review with our Authorizer provide excellent points of measurement as to the progress towards meeting the vision and mission of the school. All parents, students, and staff will be surveyed annually to measure satisfaction and to answer questions concerning whether we are fulfilling our mission and vision as outlined in the Charter.

III. Articles of Incorporation: Ref. Idaho Code § 33-5204(1)

See Appendix B

IV. Amended and Restated Bylaws: Ref. Idaho Code § 33-5204(1) & 30-3-21(1)

See Appendix C

V. Signatures and Proof of Qualification of Electors of the Attendance Area: Ref. Idaho Code § 33-5205(1)(a) & 33-5205(3)

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VI. Documentation of Application for Nonprofit Status: Ref. Idaho Code § 33-5204(1)

See Appendix E

VII. Charter Start! 101 Workshop: Ref. Idaho Code § 33-5205(5)

Appendix F is the Certificate of Attendance of the Charter Start! 101 Workshop attended by Founder Debra Infanger on October 6-7, 2011.

TAB 2: PROPOSED OPERATIONS: Ref. Idaho Code § 33-5205(4)

I. Overview

American Heritage Charter School will be a CoreKnowledge® school in grades K-8 where the curricular emphasis is on a classic liberal arts education which fosters an appreciation for the great literature, music, art, and peoples of our world. Building on this foundation, all students will participate in activities which will increase their knowledge of and appreciation for American history and our heritage. Another key to AHCS's offerings is the Character Development component, which is made possible through the use of "Great Expectations" and other like programs. All fourth grade students will participate in the Strings Orchestra class; Orchestra is an elective thereafter. Each class will also participate in classroom activities to increase money-management skills.

A. Proposed Location: Ref. Idaho Code § 33-5205(4)

The proposed location and specific attendance area boundaries for American Heritage Charter School are Idaho School District #91 in Idaho Falls, Idaho.

B. Target Population

American Heritage Charter School (AHCS) plans to open in the fall of 2013 with grades Kindergarten through eighth. AHCS plans to open a high school for students in grades nine through twelve in the fall of 2014. Beginning in the fall of 2015, AHCS will begin offering a blended program in grades K-12, which is by definition, enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Residents of Idaho Falls School District 91 will be the primary target population. Home school families, and all parents desiring a rigorous and patriotic education for their children will be the primary target population. Market research conducted as of November 1, 2011, supports our belief that parents want educational options for their students. Founders contacted persons known to them and contacted others on recommendation of said contacts and received signatures from parents indicating in writing their interest in enrolling their child(ren) in AHCS. That initial effort gleaned the following information:

Grade*	K	1	2	3	4	5	6	7	8	9	10	11	12	Unspecified	Total
Number of Prospective Enrollees	61	49	47	43	38	33	28	19	13	18	12	6	3	29	399

C. School Size

AHCS will remain relatively small with a total initial capacity of 244 students. We believe that students benefit from a small school setting. AHCS is proposing enrollment in three phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		**244**

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		**120**
Total Students, Grades K-8		244
Total Enrollment		**364**

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) blended program students per grade (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		**78**
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		**442**

II. Proposed Operation

A. Organization: Ref. Idaho Code 33-5204(1)

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

The Articles of Incorporation for AHCS, Inc. were filed with the Secretary of the State of Idaho on January 3, 2012. AHCS obtained Employer Identification Number 45-3753476, on a notice dated 11/7/2011. The 501(c)(3) was applied for on January 5, 2012 (See Appendix E), and will be completed on approval of the Charter.

B. Founders

A group of parents and concerned citizens began meeting together in early 2011 as a result of students from Westside Elementary being moved to another school in District 91 to alleviate crowding in their current building. The District had a bond fail which would have addressed this issue among others.

Debra A Infanger, founder of North Valley Academy Charter School in Gooding, Idaho, has grandchildren in District 91. As a representative of the founding group, Mrs. Infanger met with representatives of District 91 to explore the possibilities of establishing a charter school in the boundaries of said district. During the course of the conversation it was made clear that the district is aware of the concerns of the parents, but that with their elementary schools at 97% capacity and the bond having failed, it is a matter of expediency for the district to move the children as needed. The district was very cordial and professional.

The district offers magnet schools at this time; however, the founding group is convinced a new charter school is the best option. American Heritage Charter School will be founded upon many of the same goals and principles as North Valley Academy, including a rigorous, patriotic education.

The impact upon the citizens of Idaho Falls should be very positive, as (1) charter schools do not operate on property tax money, and (2) another school in the district would help alleviate crowding. The prospective patrons are very excited about the establishment of the first elementary grade charter school on the west side of Idaho Falls.

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

C. Board of Directors

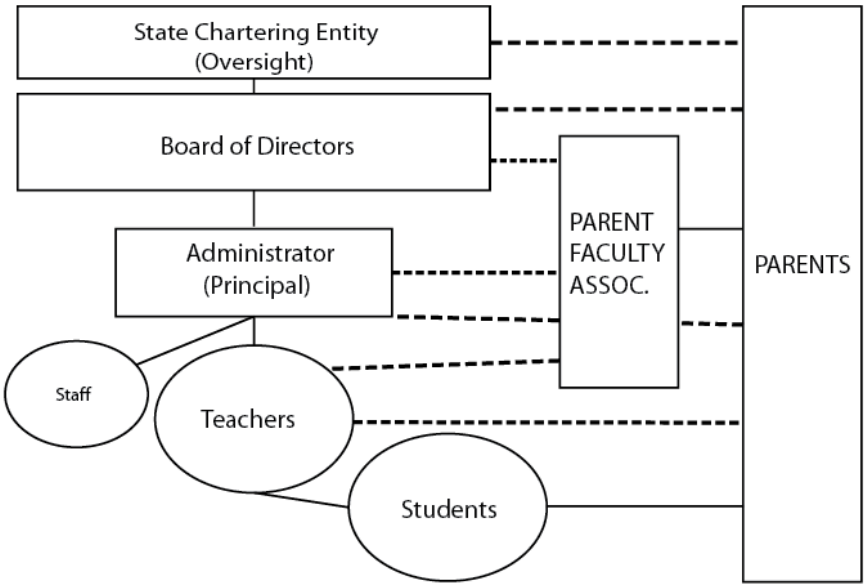
The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to AHCS Board by the State of Idaho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

Upon approval, members of the Board are deemed public agents to control AHCS. The Board has all the power and duties afforded to a board of directors. AHCS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory

requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

D. Organizational Flow Chart

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



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

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business.

2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.

3. The Board and Parent-Faculty Association (PFA) (Hereafter, the term "parent" will be used to represent parents, legal guardians, or other persons legally responsible for AHCS students.) of AHCS may provide consultation to the Principal/Designee regarding ongoing plans for the school.

4. The Board will, when necessary, adjudicate disagreements between parents and the administration.

5. The Principal/Designee represents the Board as the liaison between the Board and AHCS community.

6. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades K-6) teachers. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring teachers for grades 7-12. The Principal will make the final recommendation to the Board concerning hiring per IDAPA 33-523.

7. The Principal supervises, directly or indirectly, all employees of AHCS.

8. The administrative staff's primary functions will be management of AHCS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:

    a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;

    b. provide effective and responsive communication with staff, students, parents, and other citizens; and

    c. foster staff initiative and rapport.

9. AHCS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

III. Facilities: Ref. Idaho Code § 33-5205(4)

The following is a brief overview of the facility options available to AHCS. Complete, detailed information, including floor plans, architectural renderings, and supplemental documentation is available in the referenced appendix for each option:

A. Facility Option 1-Purchase New Building See Also, Appendices G & U

General Description	A new building would be built on two-acres at the corner of W. Broadway Street and Old Butte Road in Idaho Falls.
Number of Classrooms	14
Amount of Payment	$650,000 for the property; $2,776.877 for the building
Renovation/Remodel Needed	None
Space	25,722 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	Additional $250-300,000 for three-acre site for sprinkler system and seeding of football field. Additions to the building would cost approximately $125.00 per square foot of building area, however, the plans as prepared would meet the needs of the school as it would accommodate grades K-12.
Operational Costs	See Budget, Appendix U

B. Facility Option 2-Church Renovation (Lease Option) See Also, Appendices H & V

General Description	Renovation of a church listed in the National Register of Historic Places. The building is located at 187 E. 13th Street in central Idaho Falls, between Holmes Avenue and South Boulevard.
Number of Classrooms	11
Amount of Payment	$600,000, with the possibility of up to a "20% tax credit available for the rehabilitation of historic, income-producing buildings that are determined by the Secretary of the Interior, through the National Park Service, to be 'certified historic structures."
Renovation/Remodel Needed	Yes
Space	18,652 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	Renovation of building possible to accommodate expansion into grades 9-12
Operational Costs	See Budget, Appendix V

C. Facility Option 3-New Sweden School Building See Also, Appendices I & W

General Description	The New Sweden School property, consisting of 5.4 acres of real property and improvements previously owned by School District #91.
Number of Classrooms	9 (This accommodates grades K-8)
Amount of Payment	Donation, see Letter of Financial Support, first page of Appendix I
Renovation/Remodel Needed	Provided by VanderSloot Farms
Space	16,000 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	There are options for expansion, which will be utilized in order to accommodate expansion in to grades 9-12. See Appendix I for details.
Operational Costs	See Budget, Appendix W

The Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of AHCS is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of AHCS.

The New Sweden School is the option that AHCS will be using. It has nine classrooms, a gymnasium, a kitchen, a Principal's office, and room for expansion on the five-acre site. The building is being remodeled by the VanderSloot Farms for the use of American Heritage Charter School at no cost to the school. Depending on the arrangement made as advised by the accountant and attorney for VanderSloot, the lease amount will be donated back to the school resulting in a net zero balance in the budget. Whether or not the property is eventually donated to the school is completely up to the owner and does not affect normal operations of the school. The completion date is July 1, 2013. The ongoing operating costs are included in the budget in Appendix W. The lease amount is also included in the budget. The school will use the property for an indefinite amount of time for no cost. There is nothing required by the school in return. When AHCS expands into grades 9-12 in 2014, the school will either be added onto or modulars will be placed on the property. The budget will be unaffected as the increase in the lease is offset by the increase in the donation to cover the lease. This historical building is of special interest to the community, and VanderSloot Farms is excited to restore the facility.

As previously noted, specifics of the arrangement are outlined in Appendices I and W.

D. Operation and Maintenance of Charter School Facilities

AHCS seeks to maintain and operate facilities in a safe and healthful condition. The Board will ensure that all students have access to all facilities regardless of disabilities by utilizing available resources or contracting with appropriate entities to ensure appropriate accommodations. The

operation of AHCS's facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain AHCS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

E. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

IV. Administrative Services: Ref. Idaho Code § 33-5205(4)

A. School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

B. School Calendar

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.

C. Holidays/Commemorative Day

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

D. Instructional Hours

The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Minimum Number of Instructional Hours	
Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

E. PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities

F. Records Management

The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee.

Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file.

All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and AHCS policy.

G. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period.

A list of all contracts identifying the party with whom AHCS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish to AHCS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

1. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of AHCS; and

2. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

V. Potential Civil Liability: Ref. Idaho Code **§** 33-5205(4) & 33-5204(4)

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

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of AHCS, except as may be provided in the Charter.

AHCS will operate its business in conformance with all local, state and federal environmental laws.

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

TAB 3: EDUCATIONAL PROGRAM AND SCHOOL GOALS

I. Educational Programs and Services

In all program areas and at all levels, AHCS will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. AHCS will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish AHCS's goal for all students to meet, at a minimum, the standards established by the state.

AHCS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others.

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be outstanding!

AHCS's objectives, strategies and instructional practices are currently being modeled at NVA. The best research is a successful program being implemented. NVA is financially sound and met AYP (results unofficial) this year.

AHCS and NVA have a cooperative professional development plan that includes a three-year, mentoring program to ensure the success of the program (See Appendix Z). CoreKnowledge®, Making Middle Schools Work, and Making High Schools Work (all project-based learning models) will be covered by NVA trainers. AHCS will keep our teachers up to date with training in Differentiated Classroom Education, and RTI Education as offered in workshops throughout the State of Idaho and as part of the aforementioned cooperative agreement with NVA.

II. Educational Thoroughness Standards: Ref. Idaho Code § 33-5205(3)(a), 33-1612, and IDAPA 08.02.03

AHCS will achieve the Thoroughness Standards (as defined in Idaho Code § 33-1612 and IDAPA 08.02.03) through its basic curriculum, which include character education, foreign language, music, and community-, school-, and family-service projects.

A. Standard A

A safe environment conducive to learning is provided.

1. Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.

   Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for his/her student. The philosophy of AHCS is grounded in the belief that when there is low threat of physical or mental harm and curricular content is highly challenging, accelerated learning takes place. AHCS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness and tapping into each student's innate need to know boundaries while protecting their dignity.

2. Objectives. AHCS will:

   a. Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.

   b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

   c. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities. There will be an advertised visitation day.

   d. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B

Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

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

   The atmosphere created by our focus on kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, like asking or answering questions in front of peers because everyone feels safe and supported.

Fear will not detract from teaching or learning. The result is a culture that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

2. Objectives. AHCS will:

    a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.

    b. Teach appropriate behaviors and foster responsible decision-making skills by using programs, which may include, Ron Clark's "Essential 55", "Excellent 11", and "Great Expectations."

    c. Establish and maintain rules to be used consistently throughout the school.

C. Standard C

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

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

2. Objectives. AHCS will:

    a. Emphasize the importance of adults modeling important values at school. This is done through training in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on kindness.

    b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age-appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.

    c. Evaluate and report service hours to student advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D

The skills necessary to communicate effectively are taught.

1. Goal. Teach students a range of effective communication skills.

2. Objectives. AHCS will:

    a. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization. This will be measured through weekly evaluations.

    b. Provide an age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.

    c. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Once AHCS offers grades 9-12, students in those grades will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced Spanish.

    d. Provide instruction in music, dance, and art as budget permits. Students will build skills needed for dual enrollment in these areas.

E. Standard E

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

1. Goal. Develop an educated citizenry through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks.

Students must be well-grounded in the basics such as reading, writing, mathematics, science, and social studies.

2. Objectives. AHCS will:

    a. Use the Idaho State Department of Education's Standards as a starting point to be enhanced by the Core Knowledge® Sequence and other creative methods.

    b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.

    c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.

    d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot is "Patriots.")

F. Standard F

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

1. Goal. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. As AHCS expands into grades 9-12, we will provide academies with class requirements and standards articulated with other secondary and post-secondary institutions, and with whom we plan dual credit.

2. Objectives. AHCS will:

    a. Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.

    b. Provide a technology-rich environment, as identified and outlined in the Students Come First legislation, encouraging the effective use of technology as a tool in the workplace. (This includes, but is not limited to, the electronic portfolios that will be maintained by students in grades 7-12, such as those often requested by today's colleges and prospective employers.)

    c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

III. Educated Person and How Learning Best Occurs

A. Definition of an "Educated Person" in the 21st Century: Ref. Idaho Code § 33-5205(3)(a)

AHCS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language.

AHCS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

1. Foster self-discovery, self-awareness, and self-discipline;

2. Develop an awareness of and appreciation for cultural diversity;

3. Stimulate intellectual curiosity and growth;

4. Provide fundamental career concepts and skills;

5. Help the student develop sensitivity to the needs and values of others and respect for individual and group differences;

6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential;

7. Develop the fundamental skills which will provide a basis for lifelong learning; and

8. Be free of any cultural, ethnic, sexual, or religious bias.

B. How Learning Best Occurs: Ref. Idaho Code § 33-5205(3)(a)

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;

2. Students see the connection between what they learn and the real world;

3. Students work individually and as members of a group;

4. Students, parents, and educators work together to identify academic and personal learning goals;

5. Students accept responsibility for learning as an intrinsic part of the educational program;

6. Students are supported by mentors and advocates;

7. All students have advanced learning opportunities;

8. Students see themselves as part of the community and find ways to serve the community;

9. Students are allowed to make mistakes in order to achieve success;

10. A positive and productive learning environment is provided; and

11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with AHCS's educational philosophy, mission statement, objectives, and goals.

C. Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

1. Traditional Face-to-Face Instruction

    a. Traditional face-to-face teaching means a course taught by a person who holds a certificate pursuant to Idaho Code § 33-1201 and 33-1207, and where the students and teachers are not separated by distance or time.

    b. Teachers will be engaged in the act of face-to-face teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

2. Blended Program: Ref. Idaho Code 33-5702(1) beginning 2015-16 school year. (See Also, Tab 9)

    a. "Blended program" participants must enroll in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** will also be required to participate in courses and activities at school. There they will receive instruction in character education and take offered electives from AHCS teachers. This instruction will be overseen and monitored by the Principal/Designee.

    b. All blended program students will be required to attend either the "Rise and Shine" ceremony for K-8 students or the "Above and Beyond" ceremony for 9-12 students. Students will arrive on time and in dress code for these events. All blended program students must participate in at least one, whole school event per trimester.

    c. Blended program students will be invited to all whole school events, i.e., assemblies, field trips, academic fair, Christmas program, Spelling Bees, Geography Bees, etc.

    d. All blended program students are eligible to participate in AHCS extracurricular activities.

IV. Curricular Emphasis

A. Core of Instruction

AHCS's mission is to create educated and patriotic leaders. Much of this is accomplished by the "Great Expectations" character development program which teaches leadership skills that are modeled daily in the classroom through the development of class creeds, the pledging of the flag,

learning and singing patriotic songs/verses, using the "stand and deliver" method of responding in the classroom, the weekly Rise and Shine ceremony, etc.

The building itself has been designed to reinforce a sense of American History with every classroom being named after a Founding Father/Mother with a quote also displayed by the door (Thomas Jefferson, "Our lives, our fortunes, and our sacred honor..."). This, in addition to the "We the People" curriculum, reinforces our emphasis on American History and Patriotism.

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. AHCS will assure students meet the school standards with the state common core and educational thoroughness standards as a minimum. This includes special instruction that allows Limited-English Proficient students (See Also, Appendix L) to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated students (See Also, Appendix K) , and students with disabilities. (See Also, Tab 3.V)

The rich curriculum available in the CoreKnowledge® sequence gives students an enriched experience and incorporates art, music, literature, and history for all learners beyond that available through most other curriculum providers. The "Great Expectations" character development program and the dress code create a real sense of community and a safe culture that benefits every child. The Blended Learning and the Plus Classes also help the school to meet the needs of students at both ends of the spectrum.

The rigor that is such a key component of our curriculum and school culture is an attitude and an expectation. "Ron Clark's, Essential 55" and "11," "Great Expectations" character development program, and the "CoreKnowledge®" curriculum all teach to the top and allow all children the opportunity to rise to the occasion. (See Also, Appendix J)

B. Remediation

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

1. Not reaching grade level on state adopted standardized tests;

2. Reading below grade level as determined by IRI in grades K-3; teachers of grades 4-12 will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level; and/or

3. Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

C. Instructional Methodologies

All curriculum taught at AHCS will be reviewed and approved by AHCS's Board.

1. Ron Clark's, "Essential 55"

AHCS may utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. AHCS will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. "Great Expectations"

AHCS may utilize "Great Expectations," which is a professional development program and Student character education program that:

a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere;

b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement; and

c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. "Cowboy Ethics"

AHCS may utilize "Cowboy Ethics," by James P. Owens, which is a character development program that is dedicated to the belief that everyone needs a code or creed by which to live:

a. live each day with courage;
b. take pride in your work;
c. always finish what you start;
d. do what has to be done;
e. be tough, but fair;
f. when you make a promise, keep it;
g. ride for the brand;
h. talk less and say more;
i. remember that some things aren't for sale; and
j. know where to draw the line.

4. Grade Plus Classes and Above and Beyond Curriculum (See Also, Appendix K)

In order to accommodate every part of the educable population, AHCS is going to offer one more avenue to educate students Above and Beyond what they are learning in their classes. This material will be entered into BrainHoney and named with a Plus following the grade name. Parents often want their children to learn more, do more practice at home or stay at school and stay engaged.

To support these classes we are going to charge for them. The money generated from the courses promises to give us some monetary security in the immediate future. The classes will be designed to answer several needs:

a. The Gifted and Talented student needs can be met

b. Students from AHCS who want to engage in additional school work at home can take advantage of the offering

c. Students from other schools whose parents want them to achieve Above and Beyond their daily requirements can enroll in the classes either at home or after school

d. Help fill the need for homework which should only be considered when a teacher is teaching more than can educationally be accomplished in class.

Examples of the needs we are trying to fill:

a. A student who moved here from a less achieving school and needs to do catch up in order to be with the class.

b. A student in class that is very ambitious and chooses to work ahead and improve upon what they already learned in class.

c. A student from another school whose parents would like to send them to a more rigorous school.

American Heritage Charter School will charge for these courses for students not enrolled in AHCS and that money will go back into the school to help support school needs. There will not be a charge for access and materials used at school. AHCS parents may purchase access to extra materials if so desired for a minimal charge.

All teachers will have input as to the material that should be included in each Plus course. There is no limitation to the quantity of material that can be included and it will be the responsibility of the teacher to suggest and lead the development of the course in the curricular direction appropriate to the grade level the teacher teaches.

There should be a significant reward for completion. Examples: School sweater, blazer or other apparel, IPOD, books, gift certificates, or specific recognition.

5. Blended Curriculum (See Tab 9)

D. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;

2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;

3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and

4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

AHCS will use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension.

Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

E. Grading Procedures

AHCS students will be required to meet established academic standards and graduation requirements adopted by the Board, reference IDAPA 08.02.03.105.

AHCS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All AHCS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

The scores on State-mandated tests will continue to be important indicators of success and growth as they are followed from year to year. The student portfolios (required for all students) and completed surveys received from students, parents, and teachers are more subjective but are also real indicators of growth.

F. Other Required Instruction

1. Portfolios

    a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.

    b. All eighth-grade students will develop an educational plan including a four-year high school and a four-year post high school education plan as part of their portfolio. The teacher of the advisory class, in close cooperation with the school counselor and Principal, will be responsible for helping the students complete their plans. These individuals will work together as a team to provide the necessary knowledge of high school and post-secondary requirements. They, in conjunction with the student and parents, will monitor the plans on an ongoing basis.

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

    d. In grades 7-12, the required portfolio will be created and maintained in an electronic format. The Students Come First legislation facilitates and makes possible the technology-rich environment necessary to accomplish this standard. Ideally, the computer will replace the pencil at these grade levels, and potentially reduce the need for traditional textbooks. It is important to note; however, that all AHCS students in grades K-6 will be taught to print legibly and read and write in cursive.

2. Grades K-8

    a. Other instruction
        Fine Arts (art and music)
        Health (wellness)
        Physical Education (fitness)

    b. Additional instructional options as determined by AHCS may include:
        Foreign Language (Spanish)

3. Secondary Curriculum (Grades 9-12) The secondary curriculum is composed of college-prep required classes and elective classes.

a. Sample Schedule of Required and Elective Class Offerings by Grade

Sample Freshman Schedule	**Sample Sophomore Schedule**
English 1	English 2
Appropriate Math or Algebra II	Appropriate Math or Geometry
Physical Science	Biology/Anatomy
World Cultures	History I
Business Communications/Speech/Humanities	Health//PE/Humanities
Elective (See Table Below)	Elective (See Table Below)
Sample Junior Schedule	**Sample Senior Schedule**
English 3 or English 101	English 4 or English 102
Appropriate Math or College Algebra	Appropriate Math or College Algebra
Chemistry or Appropriate Science	Appropriate Science
History II	American Government
Elective	Economics
	Senior Project
Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	**Tech Prep: (Examples as available)**
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

b. American Heritage Charter School Required Graduation Credits
(which exceed State of Idaho Graduation Requirements)

English (8 English plus 1 Speech credit) 9
Science 8
Mathematics 8
Social Science.....6
Humanities 2
Health.....1
Electives 13

Coursework must include senior project and speech requirements. Highly recommend two (2) credits in computer operation. Pursuant to the approved State Board of Education rule, beginning with students in the Class of 2016, two (2) online credits must be earned before graduating from high school.

Total American Heritage Charter School Credits at Graduation 46

GPA of 60% on a 100% scale to receive a diploma
Pass 10th grade ISAT

c. All American Heritage Charter School secondary students are required to attend school full-time, unless dually enrolled as allowed by statute. Full-time attendance can be accomplished through physically attending the school for face-to-face instruction or participation in the blended program (beginning 2015-16 school year), which is a combination of online courses and courses at school.

   American Heritage Charter School may require incorporation of heroes in the state-mandated senior project. The project will be completed independently and in coordination with student senior classes.

   All American Heritage Charter School secondary students will take the state-mandated college entrance exams.

d. Number of credits available in dual-credit classes in association with post- secondary institutions and/or Idaho Digital Learning Academy (IDLA)

Academic:		**Tech Prep: (examples)**	
English 101	3	Introduction to Painting	1
English 102	3	Introduction to Drawing	1
College Algebra	3-5	Computer Applications	1
Government	3	PC Troubleshooting	1
Economics	3	Photoshop	1
Accounting	3-4		
Spanish	4-8		
TOTAL NUMBER OF POSSIBLE CREDITS	**22-29**	**TOTAL NUMBER OF POSSIBLE CREDITS**	**5**

*This is the standard toward which AHCS will be working. However, AHCS recognizes students will need to be given the necessary instructional time in order to achieve this standard. AHCS plans to "grow" our students into this standard.

G. Alternative Credit Options (See Also, Tab 9)

In addition to regular classroom-based instruction, students may earn credit through the following means:

1. Blended Program Courses (See Tab 9)

2. Correspondence Courses

AHCS will permit a student to enroll in an approved correspondence course from an institution approved by the Idaho State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

Students in grades 9-12 may earn, through correspondence, a maximum number of units of academic credit to be applied toward graduation requirements.

Only courses offered by accredited institutions will be accepted. The express approval of the Principal/Designee will be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the Principal/Designee; and

2. the program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Principal, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.030.

V. Special Education: Individuals with Disabilities in Education Act (IDEA)

A. Free and Appropriate Public Education (FAPE)

1. Compliance with Federal and State Law

The Board acknowledges the right of every student to receive a quality education; consequently, AHCS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 1990, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The AHCS Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

2. "Idaho Special Education Manual"

AHCS will adopt and comply with the most up-to-date version of the "Idaho Special Education Manual." The "Idaho Special Education Manual" will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the

discipline policy, budgeting, and providing transportation for special needs students, as necessary.

3. Differentiated Instruction

"Differentiated instruction" is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs." All successful teachers differentiate instruction to meet their student's needs.

All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. AHCS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

At NVA, the sister school of AHCS, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the "level" needed. In other words, a Kindergarten student may be reading with the 1st graders etc. or vice-versa. At grades 4-6, the teachers with a certain level of expertise in a certain area may be assigned to teach that class for all 4-6 grade students. AHCS will be using some of the same methods, but much will be determined after the hiring of the staff.

4. Policies and Procedures

The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Principal/Designee. All students at AHCS will receive appropriate services as outlined in the following provisions.

5. Resources

The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab 2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students' Individualized Education Program (IEP).

6. Enrollment

AHCS will not deny enrollment to a student with a disability solely due to that student's need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility

criterion for such services. AHCS will be prepared to provide special education services the first day of school.

7. Information Management

AHCS will use the forms for special education as outlined in the "Idaho Special Education Manual."

8. Multidisciplinary Teams

The Principal/Designee will form multidisciplinary teams to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the "Idaho Special Education Manual," Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

9. Individualized Education Program (IEP)

In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certificated teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or limited pullout classes model depending on the degree of intervention necessary to meet the student's needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

If an IEP team determines that the student's academic needs cannot be met on site, AHCS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

10. Screening

The Principal/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. As outlined in the "Idaho Special Education Manual," AHCS will:

a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

b. Ensure that staff and the school's constituents are informed of the availability of special education services.

c. Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

11. Least Restrictive Environments (LRE)

In compliance with the "Idaho Special Education Manual" and as identified on each student's IEP, AHCS will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be AHCS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

a. Based on student's IEP: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.

b. Age Appropriate Peers: Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

d. Harmful Effects: Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.

e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. AHCS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, and travel.

f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities,

special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

12. Research Based Curriculum and Interventions

The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction.

13. Grading Procedures for Special Education Students

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual:"

a. Grades cannot be modified on the basis of special education status alone.
b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

14. Discipline

Special Education students cannot be suspended unless the infraction is a safety issue, so in-house discipline will be instigated that will apply to ALL students. All students, with teacher leadership, will work toward meeting the academic, cultural, and acceptable disciplinary expectations. Special Education students AND regular students will be treated fairly, however, Special Education students will not be expelled except in the case of safety as defined in the law.

Multidisciplinary teams will be formed to address disciplinary problems by special education students. AHCS employees will follow the "Idaho Special Education Manual" (as currently defined in Chapter 7, Section 12, and titled "Student Discipline") and the district policy manual to address these issues.

The discipline policy as set forth in the "Idaho Special Education Manual" will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

a. a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior,

b. the result of an inappropriate placement, and/or

c. the result of the lack of provision of services consistent with the IEP and placement.

15. Contracts (See Also, Appendix AB)

AHCS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

16. Personnel

The Board and Principal will hire necessary highly qualified personnel (as delineated in Tab 6 of this document) or contract for services to ensure proper oversight of the program and provide the required services for the students.

17. Professional Development

All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Principal/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

18. Transportation

Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door-to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school's physical location.

19. Special Programs and Interventions

Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended

session. In order to comply with state and federal regulations and meet student needs, AHCS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

20. Parent Participation

The Board understands the importance of parent participation in their child's education. Consequently, AHCS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision.

If parents disagree with the determination, a request for a due process hearing may be made. The process will proceed as follows:

a. If the parent of a student who qualifies under IDEA, Section 504, or ADA for special instruction or related services disagree with a decision of AHCS with respect to: (1) the identification of the student as qualifying for IDEA, Section 504, or ADA; (2) AHCS's evaluation of the student; and/or (3) the educational placement of the student, the parents of the student are entitled to certain procedural safeguards. The student will remain in his/her current placement until the matter has been resolved through the process set forth herein.

b. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with AHCS;

c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same;

d. Within ten (10) days of receipt of a written request for an impartial due process hearing, AHCS will select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, AHCS may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that will conduct the hearing in an impartial and fair manner;

e. Once AHCS has selected an impartial hearing officer, AHCS will provide the parent and all other interested parties with notice of the person selected;

f. Within five (5) days of AHCS's selection of a hearing officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;

g. The hearing officer will in writing notify all parties of the date, time and location of the due process hearing;

h. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;

i. At the hearing, AHCS and the parent may be represented by counsel;

j. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriate equipment or a court-reporter. AHCS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer will make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer will close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;

k. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;

l. Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

21. Confidentiality

AHCS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

a. Upon enrollment of a student, AHCS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information.

b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

c. AHCS will maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.

d. AHCS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

B. Title I

1. Parent Involvement

The parents of students identified to participate in Title I programs will receive from the school Principal/Designee and Title I staff an explanation of the reasons supporting each student's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their student's progress. Parents will also receive guidance as to how they can assist at home in the education of their students.

AHCS endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law AHCS will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy.

AHCS parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals will be presented.

2. Meetings

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

a. Information about programs provided under Title I;

b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and

d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to AHCS's attention.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

3. School-Parent Compact

AHCS will use Title I funds primarily at the elementary level, and will develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;

b. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and

c. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

4. Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by AHCS policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

a. Guidelines

Parent involvement activities developed through every grade level will include opportunities for:

i. Volunteering;
ii. Parent education;

iii. Home support for the student's education; and
iv. Parent participation in school decision making.

ACHS will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

b. Roles and Responsibilities

i. Parents. It is the responsibility of the Title I parents to:

1) Actively communicate with school staff;
2) Be aware of rules and regulations of school;
3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
4) Utilize opportunities for participation in school activities.

ii. Staff. It is the responsibility of staff to:

1) Develop and implement a school plan for parent involvement;
2) Promote and encourage parent involvement activities;
3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

iii. Community. Community members who volunteer in the schools have the responsibility to:

1) Be aware of rules and regulations of the school;
2) Utilize opportunities for participation in school activities.

iv. Administration

It is the responsibility of the administration to:

1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
2) Provide training and space for parent involvement activities;
3) Provide resources to support successful parent involvement practices;
4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

VI. Dual Enrollment: Ref. Idaho Code § 33-5205(3)(r) and 33-203

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

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

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

Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	**Tech Prep: (Examples as available)**
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

VII. Gifted and Talented Program: Ref. Idaho Code § 33-2003 (See Also, Appendix K)

A. Differentiated Instruction

"Differentiated instruction" is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs." All successful teachers differentiate instruction to meet their student's needs.

All gifted and talented (G/T) students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter school environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's areas of special talent. This will be accomplished through, but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, and interest-based workshops.

At NVA, the sister school of AHCS, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the "level" needed. In other

words, a Kindergarten student may be reading with the second graders, etc. At grades 5-7, the teachers with a certain level of expertise in a certain area may be assigned to teach that class for all 5-7 grade students. AHCS will be using some of the same methods, but much will be determined after the hiring of the staff.

B. Policies and Procedures

AHCS will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §33-2003.

C. Definition

Gifted and talented children are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

D. Identification

AHCS will identify G/T students using a variety of formal assessments (Standardized Intelligence Test or other equivalent assessment), informal assessments (teacher rating/observations; student records, including GPA; projects or work sample; parent questionnaire; student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met.

The school's process for identifying G/T students shall include the following steps:

1. The school shall screen all potentially G/T students to ensure they have an opportunity to be considered; and

2. The school shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and

3. The school shall match student needs with appropriate program options.

E. Strategic Plan

AHCS will develop program options, including, but not limited to: competitions, independent study, curriculum compacting, mentorships, etc. The G/T Program Director or Designee will develop and maintain a written educational strategic plan for the G/T program. After an initial submission to the Board and Authorized Chartering Entity, plans will be reviewed annually and submitted to the Board and Authorized Chartering Entity every three (3) years. The gifted and talent plan will include the following:

1. Philosophy statement
2. Definition of giftedness
3. Program goals
4. Program options
5. Identification procedures
6. Benchmarks and program evaluation
7. Implementation and evaluation timelines

F. Goals

AHCS's goals for the G/T program include, but are not limited to:

1. Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;

2. Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation; and

3. Encouraging the development of, and providing opportunities for using, higher-level thinking skills and acceleration within the regular curriculum.

G. Oversight & Professional Development

The G/T Program Director will have the required endorsements and certifications, and will oversee all aspects of the G/T program and develop a comprehensive professional development plan regarding G/T education. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of G/T students who are enrolled in the school.

H. Parent Participation

The Board understands the importance of parent participation in their child's education. Consequently, AHCS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the G/T program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

I. Student Files, Documentation, and Record Keeping: Reference Family Educational Rights and Privacy Act (FERPA)

Every student who is identified as G/T will have a confidential file documenting the need for services. The student's file should include the following materials:

1. Referral and consent for testing

2. Summary of test results
3. Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc.
4. Decision of the G/T MDT

The confidential file will be kept by the AHCS G/T Program Director or designee or be placed with the student's cumulative records. In either case, the confidential file must be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. Other teachers will be granted access to G/T confidential files if they have a legitimate educational interest in the records as determined by the G/T facilitator.

VIII. Limited-English Proficiency (LEP) Program: Ref. Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617 and 08.02.03.112(5)

AHCS anticipates an enrollment ranging from 180-244 students. Based on the population demographics of Bonneville County, AHCS anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. (See Appendix L for details.)

For program details, please see AHCS's LEP Program, Appendix L

TAB 4: MEASURABLE STANDARDS, ACCREDITATION, AND ACCOUNTABILITY

I. Measurable Student Educational Standards: Ref. Idaho Code § 33-5205(3)(b) (See Also, Appendix M: Portfolios)

AHCS, like all public charter schools in Idaho, is required to meet measurable student education standards annually. Measures such as academic growth, testing scores, graduation rate, passing rates in classes, attendance, retention rates, and attrition rates are some of the indicators of achievement and progress. AHCS has identified the following standards and outlined methods to ensure they are adequately measured and achieved.

A. Standard 1

Beginning in 2016, students continuously enrolled for at least two consecutive years will show academic growth and improvement. The growth and improvement will be measured as described for each assessment method.

1. The State identifies benchmarks each year to measure the proficiency level of all students. The required percentage of AHCS students will meet or exceed these benchmarks in all required subjects as measured by the Smarter Balance Assessment Consortium (SBAC).

2. Because of the rigor of the program, AHCS will be successful in meeting this standard when seventy-five percent (75%) of students achieve satisfactory or above in core subjects on end-of-course academic progress reports as measured by teacher-developed classroom assessment tools, such as, but not limited to: culminating portfolios, assignments, quizzes and tests. If a student does not meet the goal for two consecutive semesters, the Principal will conduct a meeting in which the student, his/her teacher(s), applicable staff as may be required, and parent(s)/guardian(s) will work together to outline a plan of action, including a timeline for review and successful progress toward goals, for the student. Specific teaching techniques to raise student achievement will be an ongoing development starting the first day of school. When AHCS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

B. Standard 2

One hundred percent (100%) of students currently enrolled at AHCS in grades 11 and 12 will participate in the SAT and Accuplacer tests, and will meet or exceed the mean average of Idaho Falls School District #91 and the mean average of the state.

C. Standard 3

Beginning 2016, the average cumulative score of AHCS students who have been continuously enrolled for two years, will meet or exceed the performance of the Idaho Falls School District #91 and state as measured by the Smarter Balanced Consortium assessment. AHCS will monitor its success in achieving this utilizing the tools and resources provided by state and federal agencies, including the Report Card. This information will be made available on the AHCS website.

D. Standard 4

Beginning 2016, AHCS students who have been continuously enrolled for two years will have a cumulative average that meets or exceeds the cumulative average Adequate Growth Percentile (AGP) of Idaho Falls School District #91 and the state.

E. Standard 5

AHCS will have a graduation rate equal to or higher than Idaho Falls School District #91 and the state.

F. Standard 6

The average cumulative score of AHCS students will meet or exceed the average benchmark scores for College Entrance/Placement Exams as established by the state.

II. Measurable Student Progress: Ref. Idaho Code 33-5205(3)(c)

A. Mastery Level

We will meet the goals identified in this Charter petition by 2016 when:

1. Students score at levels considered proficient or above on standardized tests after a period of two consecutive academic years at AHCS at the percentage levels required to meet or exceed State Goal.

2. Students read by third grade at the level considered proficient or above as measured by Idaho Reading Indicator (IRI) at the percentage levels required to meet or exceed State Goal.

3. Students produce work that depicts acquired, integrated, extended, refined and meaningful utilization of information as measured by required State assessments at the percentage levels required to meet or exceed State Goal.

B. Achievement of Assessments

Students enrolled continuously at AHCS will be expected to improve their personal scores in ISAT and other state assessments from year to year, which will ultimately improve AHCS's overall scoring:

Idaho Reading Assessment, Grades K-3
SAT/Accuplacer, Grade 11
ISAT/SBAC Assessment, Grades 3-10

While the scores on State-mandated tests will continue to be important indicators of success and growth as they are followed from year to year, the Programmatic Audit and Annual Review with the Authorizer provide necessary feedback as well. Student portfolios (required for all students) and completed surveys received from students, parents, and teachers are more subjective but are also real indicators of growth.

III. Standardized Testing: Ref. Idaho Code § 33-5205(3)(d)

Students in every public school are required to complete certain tests. Those state-mandated tests provide information about areas of deficiency as well as areas of proficiency to the school and stakeholders. If the school is deficient in a core area (math, English, science, or social studies), there will be administrative guidance to correct the shortcoming. This will be accomplished through intensive focus on all possible causes for the deficiency. (See Also, Appendix O).

The testing coordinator maintains testing records. Test results will be entered into the student management software program granting teachers access to the scores applicable to their students. Additionally, the testing coordinator will keep a hard copy in a file of all test scores.

During a collaboration at the start of every school year, all teachers will receive the scores their students earned the previous year, and will individualize the student's education accordingly. Teachers will move students into the appropriate reading level and math level. If needed, and if possible, classes might be added to the curriculum to accomplish proficiency in some area. If there is a distinct problem in one subject area, appropriate training and/or personnel changes will be considered. (See Also, Appendix O).

The data will also guide the efforts of the charter school administrator and faculty to work together to make instruction match student needs by altering and perhaps changing instructional approach, adding instructional time for specific areas of study, adding paraprofessional help in the classroom, changing the curriculum, and/or appropriate personnel changes. (See Also, Appendix O).

A. Statewide Assessments

The students at AHCS will be evaluated using the same standardized tests as other Idaho public school students.

B. Reporting of Student Test Results

Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between AHCS, Idaho Falls School District #91, state, and national averages

Non-student specific results will be made available to parents and other stakeholders on the school website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least twice a year.

C. Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or AHCS-developed criteria.

IV. Middle Level Credit System (IDAPA 08.02.03.107)

American Heritage Charter School will develop and adopt a policy that addresses the following:

A. Credit Requirements

AHCS shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. AHCS's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

Students repeating classes in grades 7-8 (Grades 9-12 beginning with the 2014-15 school year.) will be required to repeat the class or classes of failure. The classes in which the student was successful will not be repeated. (For example, if a student repeats seventh-grade English, that student may be enrolled in seventh- AND eighth-grade English simultaneously.)

B. Credit Recovery

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to the next grade level.

C. Alternate Mechanism

AHCS may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by AHCS to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

D. Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

E. Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

F. Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

V. Accreditation: Ref. Idaho Code **§** 33-5205(3)(e) and 08.02.02.140

A. State Accreditation of Charter School

AHCS will be accredited through the State of Idaho as set forth by the rules and regulations of the Idaho State Board of Education. Accreditation is updated and renewed annually.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. AHCS will use Northwest Accreditation Standards along with a continuous school improvement plan (See Appendix N) as required by 08.02.02.140.

C. Accreditation Reports

AHCS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee and Authorized Chartering Entity in a timely manner.

VI. "No Child Left Behind" (NCLB)

Student learning is the primary focus for AHCS. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the AHCS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB: Reference Idaho Statutes 08.02.03.112 and 08.02.03.114

Should it be determined through AHCS's measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning. (See Appendix N-School Improvement Plan)

TAB 5: GOVERNANCE STRUCTURE, PARENTAL INVOLVEMENT, AUDITS

I. Description of Governance Structure: Ref. Idaho Code § 33-5205(3)(f)

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the corporate bylaws section 2.2. The number of Directors shall be seven (7), but upon a vacancy occurring in the Board, the remaining Directors may, by the affirmative vote of a majority of the remaining directors and without amending these Bylaws, determine that no replacement be elected and qualified, provided that the Board shall at all times consist of not less than five (5) nor more than seven (7) Directors, not less than two (2) of whom shall be parents of students enrolled at American Heritage Charter School ("parent-Directors"). The function of the Board can be described as policy making and evaluating. The Board will have further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of AHCS. The Board has ultimate responsibility for the fulfillment of the commitments in this Charter and compliance with statute and administrative rule.

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

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

B. Liability

Upon approval, AHCS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, AHCS will defend, hold harmless, and indemnify the State of Idaho, Idaho State Board of Education, and Public Charter School Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of AHCS and/or arising out of the acts or omissions of the agents, employees, or contractors of AHCS.

Upon approval, AHCS will secure and maintain insurance for liability, errors and omissions, and property loss. AHCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors, and officers will enjoy the same immunities as employees, directors, and officers of traditional public schools.

II. Parental Involvement: Ref. Idaho Code **§** 33-5205(3)(f)

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

The Board will establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the American Heritage Charter School and full-time faculty will be members of the PFA. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PFA will be authorized to make recommendations regarding any aspect of the school. The PFA will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits: Ref. Idaho Code **§** 33-5205(3)(k), 33-5206(7), 33-5210(3), and 33-701(5-10)

A. Annual Financial Statement

AHCS's Board will prepare, or cause to be prepared and published, in the manner hereinafter prescribed, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction. Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. AHCS shall have available at the school office, upon request, a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the district.

B. Additional or Supplementary Statements and Reports

Nothing herein provided shall be construed as limiting any school as to any additional or supplementary statements and reports it may elect to make for the purpose of informing the public of its financial operations, either as to form, content, method, or frequency; and if all the information required herein to be published shall have been published as provided herein at regular intervals during the fiscal year covering successive portions of the fiscal year, then such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

C. Publication of Annual Financial Statement

The annual statement of financial condition and report shall be published within the time above prescribed in one (1) issue of a newspaper printed and published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, in

the county in which the school district is located, or, if more than one (1) newspaper is published in said district or county, then in the newspaper most likely to give best general notice of the contents of such annual statement of financial condition and report to the residents of said district; provided, that if no newspaper is published in the district or county, then such statement of financial condition and report shall be published in a newspaper as provided in section 60-106, Idaho Code, most likely to give best general notice of the contents to the residents of said district.

D. Certification of Annual Financial Statement

The AHCS Board chairman, clerk, and treasurer shall certify the annual statement of financial condition and report to be true and correct, and the certification shall be included in each published statement.

E. Failure to Prepare and/or Publish Annual Financial Statement

In the event the AHCS Board shall fail to prepare or cause to be prepared or to publish the annual statement of financial condition and report as herein required, the State Superintendent of Public Instruction shall cause the same to be prepared and published, and the cost thereof shall be an obligation of AHCS. One (1) copy of the annual statement of financial condition and report shall be retained in the Office of the Clerk of the Board, where the same shall be open at all times to examination and inspection by any person.

F. Financial Audit

1. AHCS will cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code.

2. The auditor shall be employed on written contract.

3. One (1) copy of the audit report shall be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. If the audit report is not received by the State Department of Education by November 10, the Department may withhold all or a portion of the district's November 15 distribution made pursuant to section 33-1009, Idaho Code, for noncompliance with the audit report deadline. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

4. In the event the State Department of Education requests further explanation or additional information regarding AHCS's audit report, AHCS shall provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the State Department's request. If AHCS fails to respond within the thirty (30) day time limit, the State Department of Education may withhold all or a portion of AHCS's next scheduled distribution to be made pursuant to section 33-1009, Idaho Code. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

5. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

G. Required Report Filing

AHCS will annually submit a report to the Authorizer that contains the fiscal and programmatic audit, a report on student progress based on the educational measures, and the accreditation report.

H. Destruction or Cancelation of Checks or Warrants

AHCS will order the destruction of any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid;

I. Budget Review

AHCS will facilitate the review of the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school. Any person or persons proposing a budget adjustment under this section shall notify in writing each member of the Board one (1) week prior to the meeting at which such proposal will be made. Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the Board. Such amended budgets shall be submitted to the State Superintendent of Public Instruction;

J. General Funds

The AHCS Board agrees to invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the school.

K. Programmatic Audit

During the February or March Board meeting, AHCS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two AHCS parents, and two persons at large (not affiliated with AHCS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB 6: EMPLOYEE REQUIREMENTS

I. Employee Qualifications: Ref. Idaho Code § 33-5204A, 33-5205(3)(g), and 33-5210(4)(a)

General Qualifications and Hiring Practices:

1. AHCS's staff will meet or exceed qualifications required by state law and federal Title II Highly Qualified Teacher requirements. Administrative and instructional staff will be certified teachers or have alternate certification or provisional certification as provided in Idaho Code § 33-5206(4). If instructional aides are working in a Federal Program area, they must be highly qualified as evidenced in part by having an Associate's degree or passing the Praxis.

2. All individuals to be employed by AHCS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.

3. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.

4. Student/teacher ratios will be recommended by the Administrator and subject to Board approval and will reflect the target caps as outlined in the Charter document. Student/teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

5. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

II. Standards for Teachers of Online Courses (See Also, Tab 9)

Teachers of online courses will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching.

III. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. This will be accomplished when the Board adopts the Idaho School Board Association Policy and Procedure Manual and as outlined in the policies in Appendices P-S.

IV. Transfer Rights: Ref. Idaho Code § 33-5205(3)(o) & 33-1217

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

The Board for AHCS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

V. Employee Benefits: Ref. Idaho Code § 33-5205(3)(m)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. AHCS will make all employer contributions as required by PERSI and Federal Social Security. AHCS will also pay for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code § 33-1279. AHCS will also allow for accumulation of sick leave as allowed by Idaho Code § 33-1217. The Board will provide health insurance and may establish other benefits.

VI. Collective Bargaining: Ref. Idaho Code § 33-5205(3)(p)

The staff of AHCS will be considered a separate unit for purposes of collective bargaining.

VII. Teachers and Administrators Under Contract: Ref. Idaho Code § 33-5206(4)

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon their duties. AHCS will commit Title IIA funds to helping teachers get additional endorsements as needed.

VIII. Staff Evaluations: Ref. IDAPA 08.02.02.120

AHCS will follow the personnel practices required by Idaho Code. This will include supervision, evaluation, and dismissal as detailed by Idaho Code § 33-513 and IDAPA 08.02.02.120. (See Appendix O)

A. Teacher Evaluations

The administrator will conduct an evaluation of each staff member by November 1 and a second evaluation previous to April 1 of each school year using evaluative tools created using the Charlotte Danielson Method. If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement or a dismissal process will be initiated. The administrator will assist the teacher who is performing below a satisfactory level with developing their personal improvement plan. The plan will be monitored by the

Principal and may include additional training, mentoring, or classes as needed. (See Also, Appendices O and Z).

B. Administrator Evaluation

The administrator will be evaluated by a three-member committee composed of at least one Board member and one parent as appointed by the Board. The committee will use evaluative tools found in Appendix O to complete the evaluation. The committee will make a recommendation to the Board of whether or not to rehire the administrator. The evaluation period is from January through February.

IX. Criminal History Check: Ref. IDAPA 08.02.02.120

Those required by Idaho Code § 33-5210(4)(d) & 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.

X. Professional Development (See Also, Appendices Y and Z)

A. General Trainings

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of AHCS. Training may include, but is not limited to:

1. Instructional models methodology to ensure the consistency of instruction
2. The systems approach to school climate
3. Math Thinking for Instruction
4. Language Arts
5. Vocabulary
6. Expectations training
7. Classroom pacing
8. Rules and Reasons – Student Behavior Plans
9. Memorization and dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing parent volunteers
14. Effective use of educational assistants
15. Modeling as a staff
16. Capturing teaching time

AHCS understands the importance of gathering and analyzing data in order to determine specific professional development needs (See Also, Tab 4).

B. Learning Management System (LMS) Training

AHCS staff will be trained in the use of the BrainHoney system, which will be used as the learning management system used to present course content online. The LMS training and operation will be facilitated by Idaho Digital Learning Academy (IDLA). IDLA will maintain the pre-packaged courses students will use. The AHCS technology director/designee will manage/update the software. The annual seat license will be funded by AHCS from M&O. (See Appendices U-W).

AHCS has incorporated professional development into the "Merit Pay Policy" by requiring all teachers to teach a professional development course to the other staff members as the leadership piece of the upcoming merit pay section of the Students Come First program.

TAB 7: ADMISSIONS, DISCIPLINE, STUDENT POLICIES

I. Admission Procedures: Ref. Idaho Code § 33-5205(3)(j)

In American Heritage Charter School's initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K-8, adding grades 9-12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms, such as, project-based learning and leadership development. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

AHCS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both AHCS, and beginning with the 2015-16 school year, AHCS's blended program courses. AHCS will conduct a separate lottery for students wishing to enroll in AHCS's blended program courses. (See Also, Tab 9)

A. Enrollment Deadline

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

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may complete an application for enrollment. In the case of a family with more than one student seeking to attend AHCS, a single application for enrollment must be submitted on behalf of all siblings.

C. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to AHCS, as described in IDAPA 08.02.04.203.09. Only those applications for enrollment submitted on behalf of prospective students that are received

prior to the enrollment deadline established by AHCS will be permitted to participate in the equitable selection process.

D. Admissions Preference

AHCS will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code as follows:

Founders will be defined as those persons:

a. involved in the initial writing of the petition for the Charter of AHCS, by:
   i. researching start-up facilities sites
   ii. budget planning
   iii. writing policies and definitions
b. who, as determined by the Board, have made a significant contribution of time, expertise, money, property, or talents related to the successful development and establishment of AHCS.

E. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for AHCS will use the selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

a. First priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
b. Second priority group: siblings of pupils already selected by the lottery or other random method;
c. Third priority group: applicants in primary attendance area; and
d. Fourth priority group: applicants outside of primary attendance area.

2. Attendance Areas

The primary attendance area for AHCS will be Idaho Falls School District 91 boundaries.

3. Re-enrollment

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

F. Priority Preferences for Subsequent Enrollment Periods

1. AHCS will have admission preferences for enrollment of students in subsequent school years, using the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code: First priority group: students returning to AHCS;

2. Second priority group: children of founders, children of full-time employees of AHCS, and children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school ;
3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area.

G. Proposed Attendance List

Each year AHCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

H. Final Selection List

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

1. Notification and Acceptance Process

    a. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student's parent, and returned to AHCS by the date designated in the offer letter from AHCS.

    b. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)

    c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

d. If a student withdraws from AHCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. Subsequent School Years

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

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

I. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)

Because AHCS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students residing within the school district who choose not to attend AHCS may choose to enroll in traditional public schools, private school, another charter school, or be home schooled. No student will be required to attend AHCS.

J. Amendments

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

II. Public Notification of Enrollment Opportunities

In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by AHCS each year, to be posted in highly visible and prominent locations within the area of attendance of AHCS.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the AHCS area(s) of attendance.

AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in AHCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

III. Denial of School Attendance: Ref. Idaho Code § 33-5205(3)(i), 33-205, and 33-206

AHCS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to AHCS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of AHCS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in AHCS.

Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

IV. Disciplinary Procedures: Ref. Idaho Code **§** 33-5205(3)(l) & 33-205

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students AHCS's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
    a. Loss of privileges
    b. Detention (lunch hour or before or after school)
    c. Phone call to parent
    d. Letter sent to the parent
    e. Student and parent conference with Principal
    f. Suspension from extracurricular activities
    g. In-school suspension
    h. Out-of-school suspension
    i. Referral to Status Offenders Service
        i. Behavioral

ii. Attendance
iii. Truancies, etc.

j. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for expulsion.
3. The Principal determines appropriate consequences for infractions.

Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

1. Temporary Suspension:

AHCS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of AHCS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to AHCS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to AHCS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

The Principal or Board may deny attendance at American Heritage Charter School by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to American Heritage Charter School by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;

2. Indicate the time and place where such parent may appear to contest the action of the Board to deny school attendance; and

3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the Board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence. (See Also, Tab 3.V.14).

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. AHCS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

V. Alcohol, Tobacco, Drug Policy

AHCS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in "American Heritage Charter School Student Handbook")

VI. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

The policy/procedure in its entirety may be found in AHCS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook (Appendix S).

VII. Suicide Prevention Plan: Ref. IDAPA 08.02.03.160

AHCS follows the Idaho School Response Guidelines for Suicide and Sudden Death contained in Appendix Q.

VIII. School-Provided Access to Electronic Information, Services, and Networks: Ref. Idaho Code § 33-131(1)

A. General

Internet access and interconnected computer systems are available to AHCS's students and faculty. Electronic networks, including the Internet, are a part of AHCS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for AHCS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the AHCS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of AHCS's electronic networks will be consistent with the curriculum adopted by AHCS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with AHCS's educational goals, use the Internet throughout the curriculum.

AHCS's electronic network is part of the curriculum and is not a public forum for general use. (See Also, Appendix R)

IX. Parental Access to Student Handbook: Ref. IDAPA 08.03.01.401.09g

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of AHCS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student

handbook will be available in hard copy and on the AHCS website. All new students will receive a copy of the student handbook upon enrollment. A copy of the student handbook can be found in Appendix S.

TAB 8: BUSINESS PLAN, TRANSPORTATION, SCHOOL LUNCH

I. Business Plan: Ref. IDAPA 08.02.04.202 and 08.03.01.401.1.0

A. Description

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

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

AHCS will operate as a public charter school and is subject to all the rules and regulations of traditional public schools. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy. The non-profit status is important in accessing contributions from entities that are willing to donate to the programs of Charter Schools.

B. Marketing Plan

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

In anticipation of expansion to grades 9-12, beginning with the 2014-15 school year, AHCS will market the high school as preparation for success in the world of business. (All seniors will be strongly encouraged to have a "start-up business" component or entrepreneurial element of their senior project. AHCS will have access to print and radio advertising through a local business that has expressed interest in donating time and space.)

The preparation for the real-world that will be offered at AHCS is absolutely essential for the young people of today who must become tomorrow's leaders. The economy and world market have magnified the need for emphasis on traditional values, such as those taught in the AHCS character development program. The dress code is another vital element of AHCS's success and school culture. Many parents recognize that their children are not ready to go to college or enter the business world. AHCS plans to fill that need and to form cooperative arrangements with local businesses to place students for job shadowing and mentoring opportunities. Parents and their children who are serious about learning and preparing for the future with the least number of distractions will be drawn to all that AHCS will offer.

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

1. Advertising with public schools located within the target area using flyers upon administrative approval.

2. American Heritage Charter School website that will introduce information about the school. Brochures promoting the curriculum and methods used at American Heritage Charter School.

3. Public informational meetings about American Heritage Charter School held in accordance with Idaho Statute §67-23.

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

5. Web, e-newsletters, and social media

6. AHCS will seek to form partnerships with other traditional public schools and charter schools to increase opportunities for our students and theirs. After authorization and before the expansion into grades 9-12, AHCS will apply for membership in the Eastern Idaho Technical Consortium, thereby making our students eligible to participate in the Easter Idaho Professional Technical High School offerings. Idaho Falls School District #91 has indicated that they will allow AHCS students to participate in their professional-technical education (PTE) courses on a space-available basis through dual enrollment.

7. The building administrator will join organizations such as Rotary and the local Chamber of Commerce to increase exposure in the community for the opportunities available to students at AHCS.

8. Business partnerships will be formed with large and small companies in the area that will increase opportunities for students to job-shadow and be mentored by successful entrepreneurs as part of senior projects. After authorization and before expanding into grades 9-12, AHC will seek a partnership with Melaleuca, Inc., Riverbend Communications, and other local businesses.

9. After AHCS is authorized, parents who expressed interest in enrolling their children will be contacted to determine their current level and interest. They will be informed of the projected opening date, and invited to participate in the Open Enrollment process with the general public.

C. Management Plan

1. Operations

AHCS will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, expanding to include grades 9-12 in fall 2014, and a blended program beginning fall 2015.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the "Elders and the Youngers" as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

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

D. Resumes of Directors

See Appendix T

E. Financial Plan

American Heritage Charter School, Inc. (AHCS) has been fortunate to form two important alliances. The first is with the North Valley Academy, Inc. (NVA) in Gooding, Idaho. NVA will provide training and support to AHCS as outlined in Appendix Z. Three founders of NVA will

also be founders of AHCS: Debra Infanger, James R. Dalton, and Gayle DeSmet. These three will also serve on the Board of AHCS during start up and perhaps longer as needed.

The founders of AHCS believe that this critical support in the technical areas of starting a new charter school will be highly beneficial. Many new charter schools are blindsided by a host of issues that are difficult to foresee. The experience of these three key members will be essential to AHCS's success.

The second alliance is equally important. This is a financial commitment by the Frank L. VanderSloot Foundation, Inc. as evidenced in Appendix I. Facilities funding is a giant issue in the charter school arena. The lack of Federal Start Up funds looms nearly as large. The VanderSloot Foundation will be providing financial support and assistance in securing financing and raising additional funds to supplement public funding for start-up costs and operations. This will help replace the now non-existent Federal Start Up funds. The VanderSloot Foundation has also committed to ensure that the school has sufficient finances to secure high quality facilities. AHCS will apply for the Albertsons grant and if the Federal Start-Up funds become available, those will be applied for.

AHCS has also hired, on an "as needed" basis, the Chief Financial Officer of NVA. This CFO has the experience to include the use of federal funds for Title I, XI-B, rural schools etc. in the attached budgets. (See Appendices U-W). The NVA CFO will assist AHCS in procuring these funds. Upon approval of the Charter, AHCS will seek to hire an experienced school clerk in the Idaho Falls area and will continue to consult with NVA's clerk part-time to take over for NVA's CFO. (See Also, Appendix O-CFO Job Description)

AHCS plans to hire their Principal in the year preceding the actual projected start-up of the school. This Principal will assist the founders in securing a facility, purchasing equipment and curriculum, marketing, and hiring the staff. The funds for this early hire will come from the support of the VanderSloot Foundation and/or their assistance in raising additional charitable contributions.

Given the recent tightening of Idaho public school budgets, AHCS will practice the conservative budgeting required to grow their fund balance as quickly as possible. They will model their financial operations after the successful financial practices of NVA. As noted in Appendix Z, NVA will be assisting AHCS for three years. The policies of the successful financial program at NVA will be adopted by AHCS. NVA's CFO will train and monitor as needed AHCS' program. The financial policies will be developed by the Board, and will include the process for evaluating expenditures and ensuring segregation of duties. Initially the Board will adopt the policy manual supplied by the ISBA to member schools.

F. Start-up Budget with Assumptions

See Appendices U-W

G. Three-Year Operating Budget Form

See Appendices U-W

H. First Year Month-by-Month Cash Flow Form

See Appendices U-W

II. Transportation: Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

A. Transportation Services (See Also, Appendix AC)

AHCS will provide transportation services to students within our primary attendance area Idaho Falls School District #91(and enrolled students within 15 miles of the said charter school) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. AHCS may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. AHCS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

III. School Lunch Program: Ref. IDAPA 08.02.04.202, 08.03.01.401.1.0, and USDA Child Nutrition Federal Policies and Regulations

A. Student Nutrition

AHCS is offering hot lunch that qualifies under the guidelines of the local health district and follow the guidelines of the National School Lunch Program.

B. Free and Reduced Lunch

The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with USDA Child Nutrition Federal Policies and Regulations.

C. Lunchroom Climate

AHCS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

AHCS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

TAB 9: VIRTUAL SCHOOLS AND ONLINE PROGRAMS: Ref. Idaho Code § 33-5202(a)(6)

I. Introduction to AHCS Blended Educational Program

A. Statement of Purpose

Beginning in fall 2015, American Heritage Charter School plans to extend the free, rigorous, patriotic education offered to our current face-to-face students to students in a blended program, which is by definition:

> Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

AHCS's blended program will move American Heritage Charter School forward in our vision to "Create Patriotic and Educated Leaders," and evidences our stated belief in James Madison's statement that… "The advancement and diffusion of knowledge is the only guardian of true liberty."

AHCS's mission—in part—is to strive "to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry." We are eager to embrace technology in our delivery as a means to fulfill our vision and mission.

We believe AHCS's blended program will make American Heritage Charter School more financially sound and will give the parents of students more educational choices. The target population remains the residents of Idaho Falls School District #91 interested in a rigorous and patriotic education.

We believe that being able to offer American Heritage Charter School's "free, rigorous, and patriotic education" online, in combination with required classes and activities at school, supports the goals of the State of Idaho to offer innovation and choice in education! As a school of choice, we must look to the future.

American Heritage Charter School seeks to be the 21st Century School model where technology and the human touch come together to move education forward to the highest possible level!

B. Background

"Student's Come First" legislation necessitates the most expeditious method of making online courses available to students. The most viable and responsible solution is blended course offerings.

The AHCS administrator and staff will create online courses, which will be utilized by students during the course of their regular school day. The Technology Director for AHCS will create courses to be accessed electronically as another teaching method in the classroom.

Face-to-face students at AHCS in grades 7-12 will be taking advantage of assignments and content available online during the course of the class. Teachers 7-12 will prepare all of their lessons online on approved LMS. When it is appropriate in the classroom, as determined by the teacher, AHCS students login to the class on the LMS. The approach was conceived so students have the opportunity of learning at their own speed, and yet, have the benefit of the teacher's presentations.

C. Definitions

1. "Online education coursework" shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code.

2. "Online teacher" means a person who holds a teaching credential as provided for in Sections 33-1201 and 33-1207, Idaho Code, and who is separated from students by distance and/or time. Teachers of online courses for AHCS will receive training which incorporates the ten standards for online teaching outlined by the State Department of Education (see Tab 9).

3. "Online instruction" in the blended program context shall mean a course taught at a distance by a teacher who is separate from students by distance and/or time. Online instruction shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code. This is not to be confused with face-to-face students accessing coursework or assignments over the Internet during the course of a class.

D. Terms and Conditions for Online Courses in Blended Program:

Ref. Idaho Code 33-5202(a)(8), 33-5205 (6)(a through h)

As determined by school policy, AHCS students applying for permission to take online courses may only do so as participants in the blended program and must meet the following conditions:

1. Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in required activities and courses at the school.

2. Students will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

3. The express approval of the Principal/Designee will be obtained before a student enrolls in online courses. The student may only switch from face-to-face to blended program participation (or vice-versa) with approval from the Principal and the parent(s). The classroom cap will apply.

4. The school must receive an official record of the final grade before credits earned for coursework completed through online instruction will be recognized.

II. AHCS Blended Program Plan

American Heritage Charter School may use an existing online program to supplement the coursework offered to blended program students to offer a continuum of curriculum and services to help educators with their core mission – to serve all students.

AHCS's blended model requires participation at our school, which may include additional Core Knowledge curriculum for K-8, "We the People" patriotism program, and others of our unique programs under the direction of our onsite teachers in cooperation with the parent and online instructor as needed.

A. Program Overview

1. The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner. AHCS will also supply our blended program students with textbooks as needed and access to appropriate technology. Two providers have been examined. A provider will be chosen before January of 2015. (See Appendices AA and U-W). Face-to-face time for the blended program student will vary according to the program chosen by the parent, but will be required as part of the AHCS blended program student's grade.

2. AHCS blended program students will have equal access to necessary hardware, software, and internet connectivity required for participation in online coursework onsite from 8:00 a.m. to 4:00 p.m. Monday through Friday when school is in session. (Ref. 33-5205(6)(g), Idaho Code.) Hardware or network support for homebound students will be offered by the provider first, and AHCS staff second. AHCS will not provide any hardware for students participating in the AHCS blended program courses at home.

3. Teachers will post and maintain virtual office hours for synchronous interaction with AHCS blended program students to provide guidance with course material via phone, e-mail, and face-to-face. The teachers will not be required to take on these duties without additional pay beyond the size of the classroom cap as outlined in this petition. This does not affect the contracts of staff who, as part of their regular duties, also upload all or part of their classes to the BrainHoney LMS for their onsite classes. (Ref. section 33-5205(6)(b), Idaho Code.) These, and frequent, required interactions, in addition to receipt of required coursework, will be the means whereby teachers will verify student attendance. (See Appendix X for a comprehensive list of interactions).

4. AHCS blended program students will be assessed, graded, and awarded course credit in the same manner and by the same standards as face-to-face students (Ref. section 33-5205(6)(e), Idaho Code and Tab 9.II.I.6).

5. AHCS blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room,

IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix X).

6. AHCS blended program students needing technical support relevant to the delivery of online courses will contact their teacher at AHCS who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff. (Ref. 33-5205(6)(f), Idaho Code.)

    a. AHCS will provide a staffed computer lab from 7:30 a.m. to 5:00 p.m. on days when school is in session. Personnel will assist students and facilitate access to online resources and staff.

    b. After-hours monitoring will be the responsibility of the onsite technology technician, vendors, and subject-matter teachers. Students will receive a response within 24 hours, Monday through Saturday.

    c. Monitoring of support at the administrative level will be accomplished through online surveys.

    d. The site coordinator will maintain a log of support provided.

7. Special education services will be provided to all blended program students who are eligible for services pursuant to the federal Individuals with Disabilities Education Act (IDEA).

    a. All requirements for IDEA, as well as the *Idaho Special Education Manual*, will be followed and implemented as appropriate.

    b. Delivery of process, such as meetings or consented assessments, will allow for accommodations to parents and students regarding meeting times and places, including: Face-to-face meetings on- or off-campus at arranged meeting places, telephone conference calls, live meetings online, or a combination thereof to provide student access to all services.

        For example: Students enrolled in AHCS's blended program may access speech services as delivered over the Internet in a live session with a speech language pathologist. Another option for delivery of speech services to blended program students may include a meeting in the student's home or an arranged meeting place between the student and AHCS's contracted onsite speech language pathologist. (See Tab 3.V for specific details of services to be provided.)

    c. Disciplinary procedures will be as directed by IDEA process and Idaho SDE guidelines for students eligible for special education services. (See Also, Tab 3.V.14).

d. Necessary communication with parents and students will be facilitated as directed with a combination of methods, such as: meetings on- and off-campus as arranged, online, or telephone conference calls.

e. If special education students are in 100% attendance at AHCS, all special education requirements per IDEA are provided. If students are not attending AHCS 100%, AHCS will be responsible for the services for the time the student is enrolled, and will work with the other school/district to insure all of the student's services are being provided.

f. AHCS will deliver services toward goals and accommodations as directed by IEP for the courses delivered by AHCS, including:

   i. Federally required annual "consideration" of assistive technology for every student with an IEP.

   ii. AHCS may work directly with the Idaho Assistive Technology Project to outline a specific plan for the provision of the assistive technology requirements to make the course content accessible. This may include, but is not limited to, software providing text to speech and speech to text, such as, *Read Write Gold* and word prediction software to provide the accessibility features to allow students with learning/reading disabilities equal access to the greater volume of print utilized in an online course. Consideration will also be given to those students with hearing and vision impairments and how AHCS can best utilize technology to make the learning management system and classroom materials accessible through magnification and variable volume.

   iii. The online vendor AHCS chooses will demonstrate and assure accessibility through adherence to Section 508 regulations regarding the accessibility of their site.

   (See Tab 3 for additional information about services for Special Education Services.)

8. AHCS's Principal in conjunction with the director of technology will monitor the satisfaction of parents and students with the provider of the online core curriculum. Parent-teacher conferences will be held with blended program students who are enrolled in online courses at the school face-to-face with the Principal/designee three times a year during our regularly scheduled parent-teacher conferences. The required onsite visits will also provide opportunities for interaction with administration and staff. AHCS will insist that our provider posts grades and updates to parents with acceptable frequency. All complaints will come to AHCS, who will work with the online provider to remedy the situations as they arise.

B. AHCS Blended Program Marketing Plan

AHCS will not be doing extensive marketing as we are not trying to compete with the state-wide virtual schools for students. Our population will self-select by having a desire to participate onsite as required.

1. In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS's blended program will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

2. In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

3. Finally, such enrollment information will advise that all prospective blended program students will be given the opportunity to enroll in courses, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

4. Advertising for American Heritage Charter School may actively recruit students for enrollment in blended program courses using, but not limited to, the following methods:

    a. Advertising with public schools located within the target area using flyers upon administrative approval.

    b. American Heritage Charter School website that will introduce information about the school.

    c. Brochures promoting the curriculum and methods used by AHCS's blended program.

    d. Public informational meetings about AHCS's blended program held in accordance with Idaho Statute § 67-23.

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

    f. Web, e-newsletters, and social media.

C. Admissions Procedures: Ref. Idaho Code § 33-5205(3)(j)

1. Admission Procedures

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

2. Enrollment Deadline

AHCS will establish an enrollment deadline by which date all requests for admission to enroll in blended program courses for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

3. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to participate in AHCS's blended program courses. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in blended program courses, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to enroll in blended program courses, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be enrolled in AHCS blended program courses, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established for enrollment in blended program courses will be permitted to participate in the equitable selection process.

4. Admissions Preference

AHCS will establish admission preferences for blended program participation as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to AHCS blended program courses, students of founders, siblings of students already participating in blended program courses, and those in the primary attendance area. Founders have already been identified as set forth in Tab 7.

5. Priority of Preferences for Initial Enrollment

   a. Selection Hierarchy

   Admission preferences for initial enrollment of students in AHCS blended program courses will have the same selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

      i. First priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of the public charter school, including face-to-face students;
      ii. Second priority group: siblings of pupils already selected by the lottery or other random method;
      iii. Third priority group: applicants in primary attendance area; and

iv. Fourth priority group: applicants outside of primary attendance area.

b. Attendance Areas

The primary attendance area for students participating in AHCS's blended program courses will be Idaho Falls School District #91 boundaries.

c. Re-enrollment

Once enrolled in AHCS's blended program, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

6. Priority Preferences for Subsequent Enrollment Periods

AHCS will have admission preferences for enrollment of students in blended program courses in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

a. First priority group: students returning to AHCS;
b. Second priority group: children of founders, children of full-time employees of AHCS, and children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of the public charter school including fact-to-face students;
c. Third priority group: siblings of pupils already selected by the lottery or other random method;
d. Fourth priority group: applicants in primary attendance area; and
e. Fifth priority group: applicants outside of primary attendance area.

7. Proposed Attendance List

Each year AHCS will maintain a proposed blended program attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective blended program student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

8. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, or if capacity is insufficient to enroll all prospective blended program students in subsequent

school years, then AHCS will determine who will be offered admission to AHCS blended program courses by conducting a fair and equitable lottery selection process.

9. Final Selection List

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

a. Notification and Acceptance Process

i. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent who submitted an admission request in the blended program on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student's parent, and returned to AHCS by the date designated in the offer letter from AHCS.

ii. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request for the blended program on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)

iii. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

iv. If a student withdraws from AHCS blended program courses during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

10. Subsequent School Years

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

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

11. Amendments

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

D. Secondary Blended Program Offerings, Grades 7-12

In addition to online course offerings by the provider(s) selected by AHCS, onsite teachers will prepare online lessons using BrainHoney LMS. Professional development will be administered by IDLA (See Appendix Y).

E. Supplemental Secondary Blended Program Requirements: Ref. Idaho Code § 33-5205(6)(g)

1. AHCS blended program secondary students will be expected to attend school in AHCS uniform to participate in the "Above and Beyond" secondary program where they will join students in like grades for recitation of patriotic poetry and readings, as well as, singing of patriotic songs.

2. AHCS blended program secondary students will be required to attend at least one, all-school activity per trimester. Some of the current all school activities offered at AHCS are drama productions, sports, academic fair, invention convention, winter holiday program, graduation ceremony and production, school sanctioned dances, Project Rudolph Military Support, etc.

3. AHCS blended program secondary students will also be required to participate in our all-school service opportunities and/or an approved family/community service opportunity every trimester.

F. Blended Program Offerings, Grades K-6

1. The online portion of the blended program looks somewhat different for students K-6 than it does for the students 7-12. In grades K-6, American Heritage Charter School plans to purchase courses that are already created. (The provider will be chosen when the blended program is launched in the third year of operation. The two providers currently being explored are K-12 and Connections Academy. See Also, Appendix AA.) Our teachers will add charter-driven coursework, which will be delivered with regular textbooks and online support in the form of lesson plans related to the added program.

2. AHCS K-6 blended program students will be required to attend the weekly "Rise and Shine" ceremony where they (in full dress code compliance) and AHCS full-time, face-to-face students will join together in activities such as: recitation of patriotic poetry and readings, as well as, singing of patriotic songs. Programs such as the "Great Expectations Character Education Program" are reinforced in this setting. This can include the Word-of-the-Week, a Hero of the Month, and recitation of the school creed.

3. AHCS K-6 blended program students will be required to participate in all-school activities and all-school/family/community service opportunities per year. Age-appropriate activities are offered several times each semester, such as: Academic Fair, Invention Convention, drama productions, monthly Hero nights, Veteran's Program, Project Rudolph Veteran Support, etc.

G. Class Size

AHCS seeks a maximum enrollment of six, full-time, blended program students in grades K-12 no sooner than fall 2015. Again, the blended program is by definition:

> Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		**78**
	Total Students Grades, 9-12	120
	Total Students, Grades K-8	244
	Total Enrollment	**442**

H. Transportation Services

The State Department of Education has determined that a blended program is not eligible for the online transportation reimbursement."

I. Operating Procedures

Upon approval of the PCSC, AHCS will partner with an accredited provider of online content as we grow into offering our current curriculum (offered to our full-time, face-to-face students) to AHCS blended program students. At that time AHCS will start advertising by print and word of mouth the addition of AHCS blended program course offerings. The response will determine in part the method of delivery.

1. Vendors (See Appendix AA)

AHCS will utilize an online vendor with experience in Idaho for the online course portion of its blended program. AHCS is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes. Both providers include textbooks and AHCS will add the Core Knowledge Sequence for grades K-8 that will be monitored by AHCS's site coordinator for progress. Attendance in courses and activities at the school will be a graded requirement.

a. "Connections" is the most economical provider of a full deal including the teacher. They will allow AHCS to pay monthly for their service and adjust the fee if students drop out of the program. "Connections" also has a reputation for making AYP. If AHCS uses "Connections," we would need to hire a site coordinator or use one of our current staff.

b. "K-12" offers training for local teachers to monitor the class or they will supply the teacher for an additional cost. AHCS will hire teachers as needed depending on the delivery method chosen. "K-12" also offers a payment plan spaced over 10 months on a month-to-month basis to reflect fluctuating enrollment. Again, AHCS will need to hire a site coordinator or use a current staff member.

c. "IDLA" is the most economical program without a teacher. AHCS would provide the certified teacher under this option.

2. Character Education

We may also incorporate the character education programs currently in use at AHCS, i.e. "Great Expectations", Ron Clark's "Essential 55", "Excellent 11", and James Owens' "Cowboy Ethics." This will be accomplished in part by attendance at the K-6, "Rise and Shine" ceremony or the 7-12, "Above and Beyond" ceremony.

3. Personnel Standards: Ref. Idaho Code § 33-5205(6)(c)

Upon approval of the PCSC, AHCS will sign a contract with a provider and start advertising by print and word of mouth the addition of AHCS blended program courses. The response will determine in part the method of delivery.

The curriculum vendor will provide the online teachers the first year. These teachers will teach the "core" classes. AHCS certified onsite teachers will teach some electives during the required onsite attendance. AHCS staff and teachers will be the ones to communicate and teach our specific mission/values during the onsite attendance. These values are instilled by everything AHCS does at our school, from the uniforms, to the character education, to the rooms themselves. That is why AHCS has decided that only a blended program will work for us. We believe in education through online courses as a solid choice for some parents and kids, but AHCS needs to see them often to really do a thorough job of "creating patriotic and educated leaders." By the second year of offering blended program courses, AHCS hopes to have its teachers trained to take over "some" of the online classes offered in the blended program. All teachers of core curriculum will be required to be certified as required.

In the second year of implementation of the blended program, before AHCS teachers begin to teach some of the online courses, they will be trained to meet the following ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching. (We will use the "Teachers as Trainers" model whenever applicable and possible. Our teachers will be lead through these ten

standards by the school administrators in the first stages as we develop online courses. Other trainers will be brought in from IDLA or others as needed.) The standards are:

a. Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

b. Standard #2: Knowledge of Human Development and Learning - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

c. Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

d. Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

e. Standard #5: Classroom Motivation and Management Skills - The online teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

f. Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

g. Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

h. Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

i. Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

j. Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

4. Proposed Partnerships

None at this time.

5. Financial Statement

See Appendices U-W

6. ADA (Blended Program Funding and Accountability for Funding)

Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in activities and courses at school as required.

AHCS will receive ADA based on coursework completion:

a. Since the classes at AHCS are delivered in trimesters, blended program courses will be delivered in trimester sections.

b. A trimester equates with three months of our school calendar.

c. One-third (1/3) of the course must be completed each month. The teacher of the course **WILL** keep records recording student success and a monthly cumulative grade report. If the student has completed 100% of the coursework due for each month, AHCS receives full ADA seat time. If the student completes 75% of the coursework due each month, AHCS receives 75% of the ADA.

d. The teacher will keep the monthly documentation and that documentation will be given to the school clerk at the end of the month to include in the ISEE report.

e. ISEE information is uploaded to the State Department of Education monthly.

TAB 10: BUSINESS ARRANGEMENTS, COMMUNITY INVOLVEMENT, SCHOOL CLOSURE

I. Potential or Current Business Arrangements: Ref. IDAPA 08.03.01.401.10

A. Professional Development Agreement with North Valley Academy

See Appendix Z

B. Educational Programs

See Tab 3

C. Agreement with Individuals/Businesses

See Appendix I

II. Additional Information

A. State Compliance

AHCS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which AHCS is meeting the terms of the Charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. visit AHCS;
2. review AHCS's records and data;
3. directly survey AHCS's parents, students, or employees;
4. audit the books of AHCS;
5. pursue other reasonable means of determining accountability for AHCS contract.

III. Plan for Termination: Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

It is the responsibility of the Board of AHCS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

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

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

A. Dissolution

Dissolution of AHCS Corporation will be conducted by AHCS's Board and will follow the AHCS Amended Articles of Incorporation as stated under Tab 1, Item A, Article XI.

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings. The Board, after seeking legal counsel, will facilitate the transition.

B. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

C. Transfer of Student Records

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending. Parents will be given instructions on how to request a transfer of student records to a specific school.

D. Disposal of Assets

"Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in AHCS's Amended Articles of Incorporation, Article XI. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the Principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes." (Reference Amended Articles of Incorporation, Tab 1, Item A, Article XI. Items purchased with federal money will be turned over to the Authorizer for distribution.

E. Transfer of Personnel Records to the Employees

Personnel records will be mailed to employees at the address on file upon termination of the Charter.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission

Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1st Year Cash Flow	Update the 1st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

FILED EFFECTIVE

2012 JAN -3 PM 5:00

SECRETARY OF STATE
STATE OF IDAHO

ARTICLES OF INCORPORATION

OF

AMERICAN HERITAGE CHARTER SCHOOL, INC.

KNOW ALL MEN BY THESE PRESENTS, that the undersigned incorporators being of the age of twenty-one (21) years or more, desiring to organize a corporation under the laws of the State of Idaho, do hereby make, sign and verify these Articles of Incorporation.

ARTICLE I

The official name of the corporation shall be AMERICAN HERITAGE CHARTER SCHOOL, INC., an Idaho Nonprofit Corporation, hereinafter the "Corporation." Notwithstanding, the Board of Directors of the Corporation may, by majority vote of all Directors, adopt an unofficial moniker in honor of extraordinary contributions made by a patron, founder, donor, or other benefactor.

ARTICLE II

The Corporation shall not have members and shall exist perpetually, or until dissolved according to law.

ARTICLE III

The Corporation shall be a nonprofit corporation, created and existing under the Idaho Nonprofit Corporate Act, Idaho Code § 30-3-1, et seq. The Corporation shall have all powers lawful and necessary to direct, operate, and maintain a nonprofit, public charter school within the State of Idaho and to deal generally therein. The Corporation is organized and shall be operated solely and exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

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 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1969 (or the corresponding provision of any future United States Internal Revenue Law).

IDAHO SECRETARY OF STATE
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ARTICLE IV

The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the corporation inure to the benefit of, or be distributable to its incorporators, directors, 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 in Article III hereof.

ARTICLE V

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

ARTICLE VI

The provisions for the regulation of internal affairs of the Corporation shall be set forth within the Bylaws and the Charter.

ARTICLE VII

The address of the initial registered office of the Corporation shall be 1240 S 35th W, Idaho Falls, Idaho 83401. The name of the initial registered agent at such address shall be DEBRA A. INFANGER.

ARTICLE VIII

The number of directors which shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than three (3) nor more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be seven (7) and the names and addresses of the persons who shall serve as directors until their successors are elected and shall qualify are:

Name	**Address**
Debra A. Infanger	1240 S 35th W, Idaho Falls, Idaho 83402

James R. Dalton	6050 Glen Eagles Drive, Idaho Falls, Idaho 83401
Michael D. Batt	9478 Garden Grove Lane, Idaho Falls, Idaho 83401
Tappia F. Infanger	1818 Castelli Drive, Ammon, Idaho 83406
Sara Schofield	8044 N 5th W, Idaho Falls, Idaho 83401
Matthew Trent VanderSloot	2121 N. 55th West, Idaho Falls, Idaho 83402
Gayle Yakovac-DeSmet	1386 S 2100 E Gooding, Idaho 83330

ARTICLE IX

The names and addresses of the incorporators are:

Name	**Address**
Debra A. Infanger	1240 S 35th W, Idaho Falls, Idaho 83402
Frank L. VanderSloot	5017 W. 33rd North, Idaho Falls, Idaho 83402
Belinda VanderSloot	5017 W. 33rd North, Idaho Falls, Idaho 83402
James R. Dalton	6050 Glen Eagles Drive, Idaho Falls, Idaho 83401
Michael D. Infanger	1240 S 35th W, Idaho Falls, Idaho 83402
Ray Infanger	1818 Castelli Dr., Ammon, Idaho 83401

ARTICLE X

The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, but only upon the majority vote of all Directors.

ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to the Authorized Chartering Entity as defined by Idaho law, in accordance with the requirements of Idaho Code and the Idaho administrative rules governing Public Charter Schools, and in full compliance with Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal offices 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 public charitable or educational purposes.

[Signatures Appear on the Following Page]

DATED this 28th day of December 2011.

INCORPORATORS

Debra A. Infanger

Frank L. VanderSloot

Belinda VanderSloot

James R. Dalton

Michael D. Infanger

Ray Infanger

HONORARY INCORPORATOR

Brian Frank VanderSloot
In Memoriam

AMENDED AND RESTATED BYLAWS

OF

AMERICAN HERITAGE CHARTER SCHOOL, INC.

KNOW ALL MEN BY THESE PRESENTS: that *AMERICAN HERITAGE CHARTER SCHOOL, INC.* (hereinafter the "Corporation"), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt these Amended and Restated Bylaws for the conduct and control of its business affairs:

ARTICLE I: OFFICES

The principal office of the Corporation shall be located in the County of Bonneville, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as "Board," may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. General Powers.
The affairs of the Corporation shall be managed by its Board.

SECTION 2. Number, Tenure, and Qualifications.
The number of Directors shall be seven (7), but upon a vacancy occurring in the Board, the remaining Directors may, by the affirmative vote of a majority of the remaining directors and without amending these Bylaws, determine that no replacement be elected and qualified, provided that the Board shall at all times consist of not less than five (5) nor more than seven (7) Directors, not less than two (2) of whom shall be parents of students enrolled at American Heritage Charter School ("parent-Directors"). Following the resignation or completion of the Initial Term for any initial Director and after the Parent-Faculty Association ("PFA") has been established as provided under Article IV of these Bylaws, the PFA shall elect, by plurality vote of its members casting votes, a parent-Director. Thereafter, any vacancy in the Seat elected by the PFA shall be filled only by election of the PFA. It is the intention that there always be not less than two (2) Directors who are also parents of enrolled students, with one (1) parent-Director always elected by the PFA, and not less than one (1) parent-Director appointed by the affirmative vote of a majority of the remaining Directors. All members of the Board shall be residents of Idaho. Except as otherwise provided by these Bylaws, each Director shall hold office for a term

of three (3) years, or until his successor shall have been elected and qualified. No Director may serve for more than a total of four terms, or twelve (12) years, whichever is longer.

SECTION 3. Regular Meetings.

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of July, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343. (Idaho Open Meeting Law).

SECTION 4. Special Meetings.

Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the Board may fix any site within Bonneville County, Idaho, as the place for holding any special meeting of the Board called by them.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law, including but not limited to Idaho Code § 67-2343 (Idaho Open Meeting Law). Notice of any special meeting of the Board shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

SECTION 6. Quorum.

Three (3) Directors present at any meeting of the Board shall constitute a quorum for the transaction of business; but if less than three (3) Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

SECTION 8. Order Of Business.

At meetings of the Board, business shall be transacted in such order as from time to time the Board may, by resolution, determine. At all meetings of the Board, the Chairman, or, in his absence, the Vice Chairman, or, in the absence of both, a member of the Board to be selected by the members present, shall preside. The Secretary of the Corporation shall act as Secretary at all meetings of the Board, and in case of his absence, the Chairman of the meeting may designate any person to act as Secretary.

SECTION 9. Vacancies.

Any vacancy occurring in the Board, and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board, provided that not less than two (2) Directors shall be parent-Directors, with one (1) parent-Director always elected by the PFA, and not less than one (1) parent-Director appointed by the affirmative vote of a majority of the remaining Directors. A Director elected or appointed to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

SECTION 10. Compensation.

Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall comply with and be bound by the provisions of Idaho Code §§ 33-5204(5)(a) and 33-5204A.

SECTION 11. Initial Terms.

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

Gayle Yakovac-DeSmet	(Seat One)	1 year
Michael D. Batt	(Seat Two)	1 year
Debra A Infanger	(Seat Three)	2 years
Matthew Trent VanderSloot	(Seat Four)	2 years
Tappia F. Infanger	(Seat Five)	3 years
James R. Dalton	(Seat Six)	3 years
Sara Schofield	(Seat Seven)	3 years

ARTICLE III: OFFICERS

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more

offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by majority vote of the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. Any Vice Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 7. Treasurer.

The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or to her depositories as shall be selected in accordance with the provisions of Article VI of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chairman or by the Board. If required by the Board, the Treasurer shall

give bond for the faithful performance of his duties in such sum as the Board of directors may require.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the American Heritage Charter School and full-time faculty shall be members of the PFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

SECTION 2. Other Committees.

The Board may from time to time appoint such standing or special committees as, in their judgment, may be deemed expedient, and refer to any such committee or committees any corporate matter, with or without power to act, and subject to such limitations as may be prescribed by the Board. In the event any matter be referred to any such committee with power to act, the reference shall be made by resolution entered of record in the Minutes of the meeting making such reference, and such power shall continue until revoked by the Board.

ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1. Contracts.

The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chairman or a Vice Chairman of the Corporation.

SECTION 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 4. Gifts.

The Board may accept on behalf of the Corporation any grant, contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VI: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VIII: INDEMNIFICATION OF OFFICERS, DIRECTORS, & EMPLOYEES

SECTION 1. Indemnification.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this Corporation) by reason of the fact that such Director is or was a Director of this Corporation, against expenses, judgments, fines and settlements actually and reasonably incurred in connection with such proceeding.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation to procure a judgment in its favor by reason of the fact that that Director is or was a Director of this Corporation, against expenses actually or reasonably incurred by that Director in connection with the defense or settlement of that action. This indemnification provided by this Article VIII shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by law, agreement, vote or shareholders of disinterested directors, or

otherwise, both as to an action in his official capacity and as to an action in another capacity while holding such office, and shall continue as to a Director who has ceased to be a Director and shall inure to the benefit of the heirs and Personal Representative of such a Director.

A Director will only be indemnified under this Article VIII if:

(a) The Director has disclosed to the Board of Director all other materials activities and relationships, other than professional, confidential relationships, relating or similar to those of this Corporation, and the decisions, policies or resolutions giving rise to or creating the need for indemnification;

(b) All past, present or potential conflicts of interest between the Director and this Corporation relating to the transaction for which indemnification is sought; and

(c) The Director has provided or disclosed to the Board all information known to the Director regarding the policy, decision, resolutions or transactions for which indemnification is sought. This includes all information obtained by the Director after the transaction occurred or after adoption of the policy, decision or resolution.

SECTION 2. Continuity of Protection.

The indemnification provided by this Article shall not be deemed exclusive and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person.

SECTION 3. Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation has the authority or obligation to indemnify him against such liability under the provisions of this Article.

ARTICLE IX: SEAL

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words “Corporate Seal” and “Idaho”. The Seal shall be in charge of the Secretary.

ARTICLE X: WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

SECTION 1. Amendment to the Bylaws and Articles of Incorporation.

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

SECTION 2. Charter Amendments Require State Authorization.

(a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).

(b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

(c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.

(d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).

(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403).

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of **AMERCIAN HERITAGE CHARTER SCHOOL, INC.**, also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of said corporation, on the 3rd day of July, 2012, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 3rd day of July, 2012.

Debra A. Infanger
Director/Chairman

James R. Dalton
Director/Vice-Chairman

Sara Schofield
Director/Secretary

Michael D. Batt
Director/Treasurer

Tappia F. Infanger
Director

Matthew Trent VanderSloot
Director

Gayle Yakovac-DeSmet
Director

STATE OF IDAHO)
ss:
County of Bonneville)

I, Sara Schofield, the duly and regularly elected, qualified, and acting Secretary of **AMERCIAN HERITAGE CHARTER SCHOOL, INC.**, do hereby certify that the above and foregoing By-Laws were regularly adopted by the Directors of said Corporation at a regular meeting of the Directors of said Corporation, duly and regularly held on the 3rd day of November, 2012.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of July, 2012.

Sara Schofield
Secretary of the Corporation

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: NOV. 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 12 signatures on this petition are those of qualified electors.

AUDITOR AND RECORDER
BONNEVILLE COUNTY
IDAHO
(Seal)

Signed: Kay M. Condie
County Clerk or Deputy

Petition # I-001
Charter School

Appendix E: Board Roster

American Heritage Charter School
October 10, 2013

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Debra A. Infanger (seat three)	Chairman (9/03/13-9/03/15)	Business, Insurance	debyinfanger@yahoo.com	208-539-7271
M. Trent VanderSloot (seat four)	Vice Chair (9/03/13-9/03/15)	Business, Marketing	trent@rbhi.us	208-681-9826
Michael D. Infanger (seat two)	Treasurer (9/03/13-9/03/14)	Insurance, Entrepreneurship	mikeinfanger@gmail.com	208-589-0240
Sara Schofield (seat seven)	Secretary (9/03/13-9/03/16)	Previous charter school start up, Business	sbschofield@yahoo.com	208-821-4978
Valerie Horlacher (seat one)	Director (9/03/13-9/03/14)	Parent seat	valandnate@msn.com	208-403-7767
Tappia Infanger (seat five)	Director (9/03/13-9/03/16)	Parent seat	tappiainfanger@gmail.com	208-589-5249
Tony Lima (seat six)	Director (9/03/13-9/03/16)	PR, Business, HR	tlima@melaleuca.com	208-313-2679

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: American Heritage Charter School Year Opened: 2013 Operating Term: 10/10/13 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to the existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	2	0	
	1	0	
			0.00

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
			0.00

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3f
Norm-Referenced
Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.
Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.
Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0.00
	51-75	25	45-69	25	0.00
	26-50	25	31-44	14	0.00
	0-25	25	1-30	30	0.00
					0.00

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a
Advanced Opportunity

Are students participating successfully in advance opportunity coursework?

	Result	Points Possible	Points Earned
Coursework			
Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes			**0.00**

Measure 4b1
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes			**0.00**

Measure 4b2
College Entrance
Exam Results

Does students' performance on college entrance exams reflect college readiness?

	Result	Points Possible	Points Earned
Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
Notes			**0.00**

Measure 4c
Graduation Rate

Are students graduating from high school?

	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes						**0.00**

	MISSION-SPECIFIC GOALS			
Measure 1	**Do the school's kindergarten students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in kindergarten earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		64	
	Meets Standard: Students in kindergarten earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in kindergarten earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in kindergarten earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 2	**Do the school's 1st grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 1st grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 1st grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 1st grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 1st grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 3	**Do the school's 2nd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 2nd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 2nd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 2nd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 2nd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			

Measure 4	**Do the school's 3rd grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 3rd grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 3rd grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 3rd grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 3rd grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 5	**Do the school's 4th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 4th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 4th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 4th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 4th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 6	**Do the school's 5th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 5th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 5th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 5th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 5th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			

Measure 7	**Do the school's 6th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 6th grade earned an average evaluation point total of 21 to 24 on the NVA Elementary Portfolio Reference Sheet		67	
	Meets Standard: Students in 6th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 6th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 6th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 8	**Do the school's 7th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 7th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		67	
	Meets Standard: Students in 7th grade earned an average evaluation point total of 15 to 20 on the NVA Elementary Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 7th grade earned an average evaluation point total of 9 to 14 on the NVA Elementary Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 7th grade earned an average evaluation point total of 0 to 8 on the NVA Elementary Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			
Measure 9	**Do the school's 8th grade students exhibit patriotism, respect, and high academic achievement in their individual portfolios?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: Students in 8th grade earned an average evaluation point total of 21 to 24 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		67	
	Meets Standard: Students in 8th grade earned an average evaluation point total of 15 to 20 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		60	
	Does Not Meet Standard: Students in 8th grade earned an average evaluation point total of 9 to 14 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		34	
	Falls Far Below Standard: Students in 8th grade earned an average evaluation point total of 0 to 8 on the NVA 7th Grade - 11th Grade Portfolio Reference Sheet		0	
				0
Notes	Results will be reported by school to PCSC by June 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a **Implementation of Educational Program**	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b **Education Requirements**	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c **Students with Disabilities**	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatement of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d **English Language Learners**	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 2b **GAAP**	**Is the school following Generally Accepted Accounting Principles (GAAP)?**			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4c Employee Rights	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 4d Background Checks	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a **Facilities and Transportation**	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5b **Health and Safety**	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

		Result	Points Possible	Points Earned
Measure 5c **Information Handling**	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a **Additional Obligations**	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00

Notes

INDICATOR 1: NEAR-TERM MEASURES

25

Measure 1a
Current Ratio

Current Ratio: Current Assets divided by Current Liabilities

	Result	Points Possible	Points Earned
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0.00

Notes

Measure 1b
Unrestricted Days Cash

Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)

	Result	Points Possible	Points Earned
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0.00

Notes

Measure 1c
Enrollment Variance

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

	Result	Points Possible	Points Earned
Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
			0.00

Notes

Measure 1d
Default

Default

	Result	Points Possible	Points Earned
Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50	
Does Not Meet Standard: Not applicable			
Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
			0.00

Notes

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a
Total Margin and Aggregated 3-Year Total Margin

Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues

	Result	Points Possible	Points Earned
Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		50	
Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
			0.00

Notes

Measure 2b
Debt to Asset Ratio

Debt to Asset Ratio: Total Liabilities divided by Total Assets

	Result	Points Possible	Points Earned
Meets Standard: Debt to Asset Ratio is less than 0.9		50	
Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
			0.00

Notes

Measure 2c
Cash Flow

Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash

	Result	Points Possible	Points Earned
	0		
Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		50	
Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
			0.00

Notes

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

	Result	Points Possible	Points Earned
Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
Falls Far Below Standard: Not Applicable			
			0.00

Notes

AMERICAN HERITAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	**0.00**	25	1%	0.00
	1b	25	2%	**0.00**	25	1%	0.00
Proficiency	2a	75	5%	**0.00**	75	4%	0.00
	2b	75	5%	**0.00**	75	4%	0.00
	2c	75	5%	**0.00**	75	4%	0.00
Growth	3a	100	7%	**0.00**	100	6%	0.00
	3b	100	7%	**0.00**	100	6%	0.00
	3c	100	7%	**0.00**	100	6%	0.00
	3d	75	5%	**0.00**	75	4%	0.00
	3e	75	5%	**0.00**	75	4%	0.00
	3f	75	5%	**0.00**	75	4%	0.00
	3g	100	7%	**0.00**	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		**900**			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		**900**			1050		
Total Academic Points Received				**0.00**			0.00
% of Possible Academic Points for This School				**0.00%**			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Average Portfolio Score - K	1	64	4%	**0.00**			
Average Portfolio Score - 1st	2	67	4%	**0.00**			
Average Portfolio Score - 2nd	3	67	4%	**0.00**			
Average Portfolio Score - 3rd	4	67	4%	**0.00**			
Average Portfolio Score - 4th	5	67	4%	**0.00**			
Average Portfolio Score - 5th	6	67	4%	**0.00**			
Average Portfolio Score - 6th	7	67	4%	**0.00**			
Average Portfolio Score - 7th	8	67	4%	**0.00**			
Average Portfolio Score - 8th	9	67	4%	**0.00**			
Total Possible Mission-Specific Points		**600**	**40%**		700	40%	
Total Mission-Specific Points Received				**0.00**			0.00
% of Possible Mission-Specific Points Received				**0.00%**			0.00%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**1500**			1750		
TOTAL POINTS RECEIVED				**0.00**			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				**0.00%**			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**0.00**
	1b	25	6%	**0.00**
	1c	25	6%	**0.00**
	1d	25	6%	**0.00**
Financial Management & Oversight	2a	25	6%	**0.00**
	2b	25	6%	**0.00**
Governance & Reporting	3a	25	6%	**0.00**
	3b	25	6%	**0.00**
Students & Employees	4a	25	6%	**0.00**
	4b	25	6%	**0.00**
	4c	25	6%	**0.00**
	4d	25	6%	**0.00**
School Environment	5a	25	6%	**0.00**
	5b	25	6%	**0.00**
	5c	25	6%	**0.00**
Additional Obligations	6a	25	6%	**0.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE OPERATIONAL POINTS				**0.00%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**0.00**
	1b	50	13%	**0.00**
	1c	50	13%	**0.00**
	1d	50	13%	**0.00**
Sustainability Measures	2a	50	13%	**0.00**
	2b	50	13%	**0.00**
	2c	50	13%	**0.00**
	2d	50	13%	**0.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**0.00**
% OF POSSIBLE FINANCIAL POINTS				**0.00%**

AMERICAN HERITAGE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong liklihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.

3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.

b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

   i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.

   ii. Revised petitions shall clearly show the submission date of the revision on the title page.

   iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

   iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

   v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

   vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

    i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

    i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

Admission Procedures: Ref. Idaho Code § 33-5205(3)(j)

In American Heritage Charter School's initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K-8, adding grades 9-12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015. We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms, such as, project-based learning and leadership development. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

AHCS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both AHCS, and beginning with the 2015-16 school year, AHCS's blended program courses. AHCS will conduct a separate lottery for students wishing to enroll in AHCS's blended program courses.

A. Enrollment Deadline

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

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may complete an application for enrollment. In the case of a family with more than one student seeking to attend AHCS, a single application for enrollment must be submitted on behalf of all siblings.

C. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to AHCS, as described in IDAPA 08.02.04.203.09. Only those applications for enrollment submitted on behalf of prospective students that are received

prior to the enrollment deadline established by AHCS will be permitted to participate in the equitable selection process.

D. Admissions Preference

AHCS will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code as follows:

Founders will be defined as those persons:

a. involved in the initial writing of the petition for the Charter of AHCS, by:

i. researching start-up facilities sites

ii. budget planning

iii. writing policies and definitions

b. who, as determined by the Board, have made a significant contribution of time, expertise, money, property, or talents related to the successful development and establishment of AHCS.

E. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for AHCS will use the selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

a. First priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;

b. Second priority group: siblings of pupils already selected by the lottery or other random method;

c. Third priority group: applicants in primary attendance area; and

d. Fourth priority group: applicants outside of primary attendance area.

2. Attendance Areas

The primary attendance area for AHCS will be Idaho Falls School District 91 boundaries.

3. Re-enrollment

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

F. Priority Preferences for Subsequent Enrollment Periods

1. AHCS will have admission preferences for enrollment of students in subsequent school years, using the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code: First priority group: students returning to AHCS;

2. Second priority group: children of founders, children of full-time employees of AHCS, and children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school ;

3. Third priority group: siblings of pupils already selected by the lottery or other random method;

4. Fourth priority group: applicants in primary attendance area; and

5. Fifth priority group: applicants outside of primary attendance area.

G. Proposed Attendance List

Each year AHCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

H. Final Selection List

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

1. Notification and Acceptance Process

a. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student's parent, and returned to AHCS by the date designated in the offer letter from AHCS.

b. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)

c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

d. If a student withdraws from AHCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. Subsequent School Years
The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of AHCS is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by AHCS for that year.
All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to AHCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

I. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)
Because AHCS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students residing within the school district who choose not to attend AHCS may choose to enroll in traditional public schools, private school, another charter school, or be home schooled. No student will be required to attend AHCS.

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

Public Notification of Enrollment Opportunities
In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by AHCS each year, to be posted in highly visible and prominent locations within the area of attendance of AHCS.
In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the AHCS area(s) of attendance.
AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in AHCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Denial of School Attendance: Ref. Idaho Code § 33-5205(3)(i), 33-205, and 33-206
AHCS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to AHCS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of AHCS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.
Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in AHCS.
Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

Appendix I: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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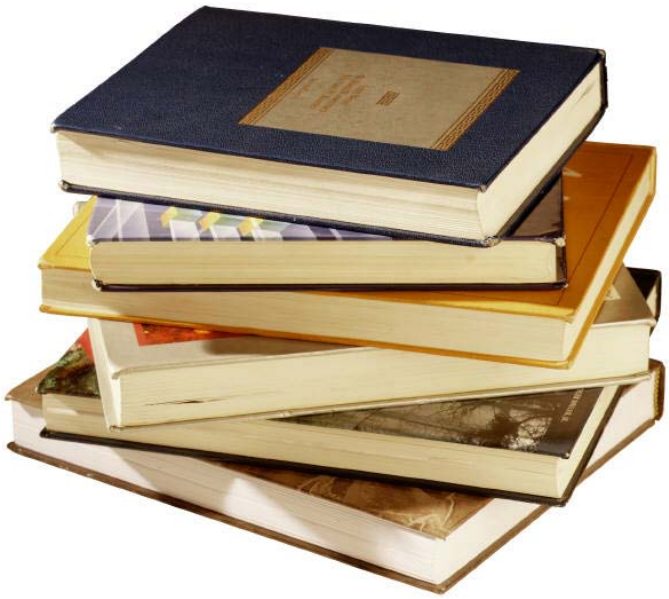


Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

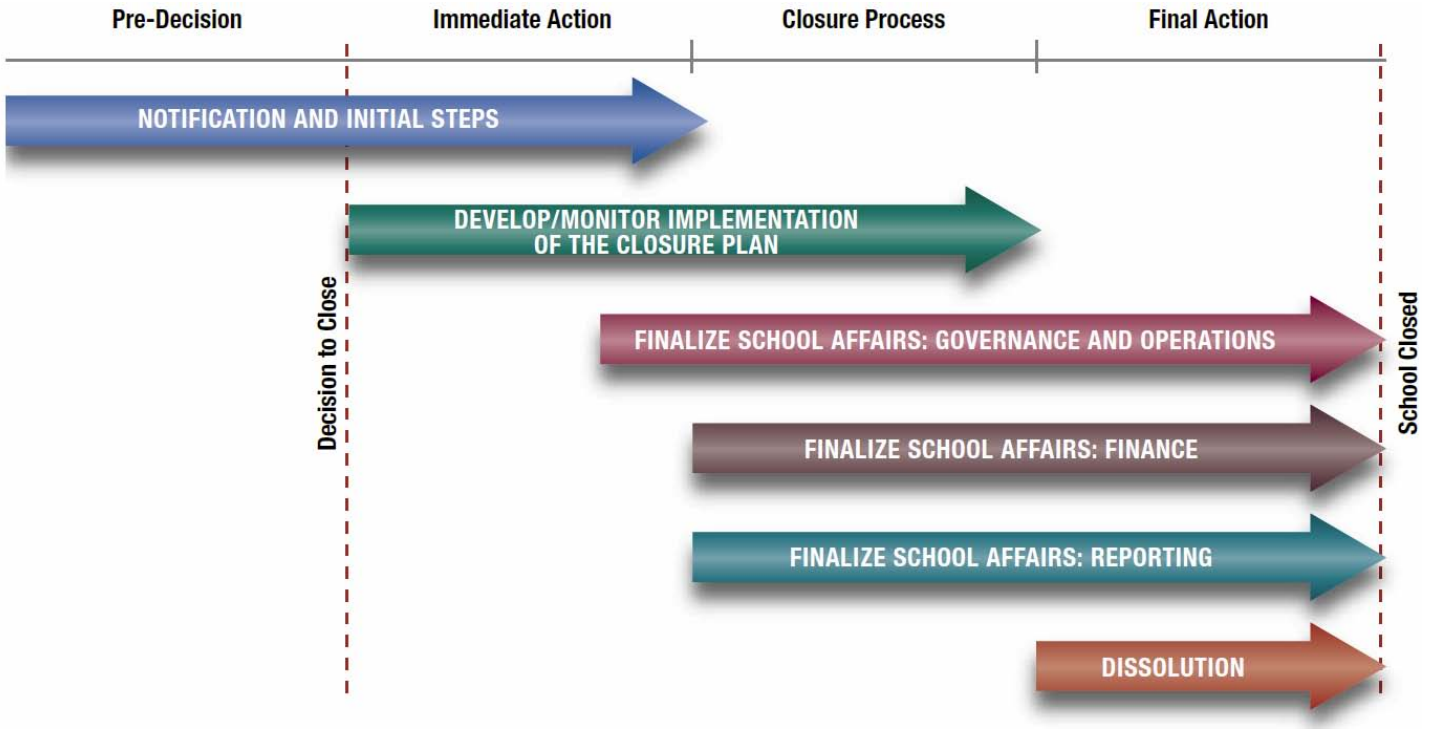
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]