IDAHO PUBLIC CHARTER SCHOOL COMMISSION
650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
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February 13, 2014
700 W. State Street, Boise, Idaho
JRW West Conference Room

Thursday, February 13, 2014 – 700 W. State Street, JRW West, 9:00 a.m.

A. COMMISSION WORK

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

B. CHARTER SCHOOL ANNUAL UPDATES

1. Idaho Science and Technology Charter School
2. Rolling Hills Public Charter School
3. Heritage Community Charter School
4. The Village Charter School
5. Another Choice Virtual School
6. Vision Charter School
7. Liberty Charter School
8. Victory Charter School
9. Legacy Charter School
10. Sage International School of Boise
11. Falcon Ridge Public Charter School
12. Compass Public Charter School

C. OTHER CHARTER SCHOOL UPDATES

1. Chief Tahgee Elementary Academy Financial Status Update

D. CONSIDERATION OF PROPOSED CHARTER OR PERFORMANCE CERTIFICATE AMENDMENTS

1. Compass Public Charter School Proposed Charter Amendments
2. Another Choice Virtual School Proposed Charter Amendments
3. Idaho Science and Technology Charter School Proposed Charter Amendments
4. Palouse Prairie School of Expeditionary Learning Proposed Charter and Bylaws Amendments
5. The Village Charter School Proposed Performance Certificate Amendment

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E. CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATES

1. Compass Public Charter School
2. Vision Charter School
3. Falcon Ridge Public Charter School
4. Blackfoot Charter Community Learning Center

F. OTHER BUSINESS

1. Proposed PCSC Petition Evaluation Rubric Revisions
2. Proposed PCSC Policy Revisions
3. Legislative Update

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

   A motion 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 December 12, 2013?

   COMMISSION ACTION

   A motion to approve the meeting minutes from December 12, 2013, as submitted.

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DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
THURSDAY, DECEMBER 12, 2013
IDAHO STATE CAPITOL BUILDING
EAST WING 41, BOISE, IDAHO

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Thursday, December 12, 2013, at the Idaho State Capitol Building, Boise, ID, East Wing, Room 41. Chairman Alan Reed presided.

The following members were in attendance:

Nick Hallett Gayle O'Donahue
Wanda Quinn Brian Scigliano

Absent:

Esther Van Wart
Gayann DeMordaunt

Chairman Reed called the meeting to order at 9:02 a.m.

A) COMMISSION WORK

1. Agenda Review / Approval

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

2. Minutes Approval

M/S: (Quinn/O'Donahue): To approve the meeting minutes from October 10, 2013 as submitted. *The motion passed unanimously.*

B) COMMISSION EDUCATION

1. Overview of New PCSC Annual Update Budget Template

Alison Henken, Charter Schools Program Manager, introduced the PCSC's new budget template, which was designed to provide:

- Consistency in budget reporting for all PCSC-authorized schools; and
- Alignment with the State Department of Education (SDE) IFARMS report for ease of completion by the schools while continuing to address the PCSC's need for information beyond the scope of annual budget projections (specifically, year-to-date actual and year-end projections).

C) CHARTER SCHOOL ANNUAL UPDATES

1. White Pine Charter School (WPCS)

WPCS provided a written report only.

The Commission had no comments or questions regarding WPCS' annual update.

2. Taylor's Crossing Public Charter School (TCPCS)

Daniel Wendt, Principal and Superintendent; and Justin Judy, Board Chairman, represented TCPCS.

Mr. Wendt provided an overview of the culture and program at TCPCS. TCPCS has high expectations of their students and sees only a small fraction of the number of disciplinary referrals typical of other schools at which Mr. Wendt has served.

Commissioner Hallett commended the school of their 4 Star Rating, increasing dual enrollment, and favorable fund balance.

Chairman Reed commended the school for their progress and achievements.

3. Monticello Montessori School (Monticello)

Monticello provided a written report only.

The Commission had no comments or questions regarding Monticello's annual update.

4. Blackfoot Charter Community Learning Center (BCCLC)

BCCLC provided a written report only.

The Commission had no comments or questions regarding BCCLC's annual update.

5. The Academy at Roosevelt Center (The Academy)

The Academy provided a written report only.

The Commission had no comments or questions regarding The Academy's annual update.

6. Odyssey Charter School (Odyssey)

Odyssey provided a written report only.

Chairman Reed asked for clarification regarding Odyssey's accounting error mentioned in the materials.

Tamara Baysinger, PCSC Director, explained that approximately $250,000 in revenue was accidentally entered into the budget twice. The individual who made the error is no longer associated with the school. Odyssey has since hired a business manager.

7. American Heritage Charter School (AHCS)

AHCS provided a written report only.

The Commission had no comments or questions regarding AHCS's annual update.

8. Chief Tahgee Elementary Academy (CTEA)

Joel Weaver, Director of School Programs; Velda Racehorse, Board Chairman; and Merceline Boyer, Board Treasurer, represented CTEA.

Mr. Weaver provided an overview of the school's first months of operation. He discussed language immersion implementation, teacher team building, and community support.

Ms. Racehorse expressed pride regarding CTEA's rapid progress from groundbreaking in June to opening the school in fall.

Ms. Boyer noted her observation that children in the community are benefiting from the language immersion even if they are not enrolled in the school.

Mr. Weaver reviewed CTEA's budget, noting that a shortfall is anticipated by the end of the fiscal year. Inadequate cash flow is anticipated to become a problem in June.

Commissioner Hallett said it appears that lower than expected enrollment appears to be a major cause of CTEA's financial concern. He asked whether CTEA expects to achieve the projected enrollment next year.

Mr. Weaver said CTEA expects enrollment growth. He indicated that the school

should be more financially stable next year due to lower facility costs and the receipt of Impact Aid and Title VII Native American federal funds.

Commissioner Hallett asked how CTEA will cover payroll over the summer.

Mr. Weaver said the Board is discussing borrowing funds.

Commissioner Hallett asked whether CTEA has obtained assurance of any banks' willingness to provide a loan.

Mr. Weaver said the school has not yet contacted any banks.

Commissioner Hallett suggested the school secure a loan or line of credit well in advance of the June shortfall.

Ms. Racehorse said the school expects enrollment to grow annually as more students start kindergarten and move up through the grades.

Mr. Weaver expects CTEA will find that enrollment levels out around 24-25 students per grade.

Chairman Reed noted that, during the petitioning phase, CTEA expected significantly higher enrollment. He asked how CTEA plans to increase enrollment enough to regain fiscal stability.

Ms. Racehorse said they got a late start to the school year due to facility construction, which stalled some enrollments. Bussing issues created a further, negative effect.

Commissioner O'Donahue congratulated the school for their hard work and dedication. She inquired about waiting lists and a marketing plan.

Mr. Weaver said the school has not implemented an enrollment marketing plan. He anticipates continued tribal support and increased interest as the community sees the school develop. Prior to opening, CTEA had a waiting list opening in some grades, but there is no waiting list at this time.

Chairman Reed reminded CTEA that one of the responsibilities of the Commission is to protect taxpayer's funds. He requested that Ms. Baysinger outline possible action of the PCSC.

Ms. Baysinger indicated that the notice of defect system no longer exists, but there is a process by which the PCSC may address fiscal concerns at a school in order to protect taxpayers in the event of a mid-year closure. She read from Idaho Statute:

> *If an authorized chartering entity has reason to believe that a public charter school cannot remain fiscally sound for the remainder of its certificate term, it shall provide the State Department of Education with written notification of such concern. Upon receiving such notification, the State Department of Education shall have the authority to modify the percentage of the total appropriation to be paid to the public charter school pursuant to the provisions of……..such that equal percentages are paid on each of the prescribed dates.*

Ms. Baysinger said that CTEA's certificate term begins now and extends to 2017. The purpose of this section of code is to protect the taxpayer and the students. If the Commission issues this letter of concern to SDE now, it probably won't make much of a difference this year, as CTEA is a new school and has already received most of their funding. However, it may impact next year's funding. The final decision regarding modification of the payment schedule would be made by the SDE.

The Commission discussed issuance of a letter of concern and the negative impact this may have on CTEA, enrollment, and their ability to obtain financing.

In response to questions, Ms. Baysinger said the letter of concern would be a public document, but it would be sent only to the SDE and school. It would not change the amount of funding to CTEA, but could affect the timeline on which the SDE disbursed funds.

Chairman Reed asked PCSC staff to provide to CTEA a list of the PCSC's expectations for a status report in February. The report should address a marketing plan to increase enrollment, documented plans to cover cash flow shortages, projections for FY15, and any other plans to improve fiscal stability at the school.

D) CONSIDERATION OF PROPOSED CHARTER OR PERFORMANCE CERTIFICATE AMENDMENTS

M/S (Hallett/Quinn): Amend the agenda to proceed with NI STEM. *The motion passed unanimously.*

1. North Idaho STEM Academy (NI STEM)

Ms. Baysinger that NI STEM would like to expand into high school grades. This idea was originally proposed by the Commission during the petitioning phase, but the school wished to postpone expansion until it was more established and assured of sufficient community interest.

Colleen Thomson, Project Coordinator; Scott Thomson, Administrator; and Lorna Finman, Board Member, represented NI STEM via telephone.

Commissioner Scigliano commended NI STEM for survey results which are overwhelmingly supportive (144 families) of opening a high school.

Mr. Thomson said individuals approach him daily to check whether NI STEM is planning a high school expansion.

Commissioner Quinn said she had an opportunity to speak to Mr. Thomson and the Lakeland School District. She is very empathetic to both entities regarding their individual concerns. Ultimately, both entities can be successful with the growth within the community. NI STEM epitomizes what a charter school should be with high achievement, engaged students, academics, community involvement, and waiting lists for expansion. She noted that Lakeland should not be impacted until 2019.

Mr. Thomson agreed that most enrollment growth would be organic, moving up from NI STEM's own elementary population.

Commissioner Quinn indicated that Lakeland may believe it is a 2014 impact and suggested that NI STEM discuss their plans in more detail with the district. She complimented Dr. Finman for her work, experience, and support to NI STEM.

Commissioner Hallett encouraged NI STEM to keep close communications with the Lakeland School District on the impacts and timing of these amendments.

M/S (Quinn/Hallett): To approve the proposed charter amendments as submitted by North Idaho STEM Charter Academy. *The motion passed unanimously.*

2. Sage International School of Boise (Sage)

Ms. Baysinger said Sage is requesting removal of the school's existing, per-grade enrollment caps. These would be replaced with a school-wide enrollment cap increasing from 712 to 1200 students, almost doubling the size of the school. The expansion would be made possible by Sage's receipt of a $350,000 grant from the J.A. and Kathryn Albertson Foundation. The school-wide approach would allow Sage more flexibility based on community need. Decisions regarding per-grade enrollment caps will need to be made annually and publicly posted well in advance of Sage's enrollment lottery.

Commissioner Quinn said it makes sense to be flexible in the low grades and grow the schools organically.

Commissioner Hallett asked what the breakdown of enrollment would be between elementary and high school.

Commissioner O'Donahue said meeting materials report expected enrollment of 480 K through 5, 400 in 6 through 9, and 320 in grades 10 through 12.

M/S (Quinn/Scigliano): To approve the proposed charter amendments as submitted by Sage International School of Boise. *The motion passed unanimously.*

3. Syringa Mountain School (SMS)

Ms. Baysinger said SMS is proposing an amendment that would permit more rapid enrollment growth than originally approved in the petition. She noted that because SMS won't open until next fall, the PCSC has no performance record on which to base this decision; however, the school's leadership has a history of being organized and responsive.

M/S (Hallett/Quinn): To approve the proposed performance certificate amendment as submitted by Wood River Waldorf Methods School, also known as Syringa Mountain School. *The motion passed unanimously.*

E) CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATES

Commissioner Quinn asked for more information regarding the process to get the performance certificates to this point.

Ms. Baysinger described the collaborative process between PCSC staff and schools to develop mission-specific goals, which are then considered by a sub-committee of commissioners.

Chairman Reed said the subcommittee and the schools are in agreement with the contents of the documents by the time they reach full Commission consideration. Without exception, the schools have expressed satisfaction with the outcomes.

1. Chief Tahgee Elementary Academy (CTEA)

M/S (O'Donahue/Quinn): To execute the Chief Tahgee Elementary Academy Performance Certificate as presented. *The motion passed unanimously.*

2. INSPIRE Connections Academy (INSPIRE)

M/S (Hallett/O'Donahue): To execute the INSPIRE Connections Academy Performance Certificate as presented. *The motion passed unanimously.*

3. **iSucceed Virtual High School (iSVHS)**

   M/S (Quinn/Scigliano): To execute the iSucceed Virtual High School Performance Certificate as presented. *The motion passed unanimously.*

4. **Idaho College and Career Readiness Academy (IDCCRA)**

   M/S (Quinn/Hallett): To execute the Idaho College and Career Readiness Academy Performance Certificate as presented. *The motion passed unanimously.*

5. **Heritage Academy (HA)**

   M/S (O'Donahue/Scigliano): To execute the Heritage Academy Performance Certificate as presented. *The motion passed unanimously.*

6. **The Academy at Roosevelt Center (The Academy)**

   M/S (O'Donahue/Hallett): To execute the Academy at Roosevelt Center Performance Certificate as presented. *The motion passed unanimously.*

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

The meeting adjourned at 11:08 a.m.

SUBJECT

Idaho Science and Technology Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Idaho Science and Technology Charter School (ISTCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Idaho Falls since 2009. ISTCS serves approximately 225 students in grades 6-8.

DISCUSSION

ISTCS will provide an annual update on the status of the school.

ISTCS continues to produce reasonably strong academic results. ISTCS received a Star Rating of 3 out 5 for both the 2011-2012 and 2012-2013 school years. The school has a Continuous Improvement plan in place with the State Department of Education (SDE).

ISTCS reports a significant administrative transition within the past year. Gary Larson retired in May 2013. Tami Dortch, the school's previous assistant principal, was hired into the position of principal. In October 2013, the school's board appointed Tami Dortch the school's acting director, replacing contractor Fred Ball. ISTCS has since identified and self-reported a number of internal shortcomings that were previously left unaddressed, including gaps and lack of transparency in policies, procedures, and fiscal processes. ISTCS has voluntarily submitted a plan for addressing these issues.

Enrollment at ISTCS has improved this year; the school's total enrollment has increased from 184 in 2012-2013 to 226 in 2013-2014. However, ISTCS's financial situation remains tight. The school ended FY13 with a carryover of nearly $34,000. ISTCS anticipates having a single-year loss in FY14 of nearly $28,000 and projects ending the year with a carryover of just over $6,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Idaho Science and Technology Charter School (ISTCS)
Address	17 North 550 West, Blackfoot, ID 83221
Date of Site Visit	September 24, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Mike Kitzmiller, Chair Kelly Moulton Gary Larsen
Administrator(s) Interviewed	Tami Dortch, Principal
Business Manager / Clerk Interviewed	Chantelle Macy, Business Manager
Other Stakeholder(s) Interviewed	Teachers (3)

Board Member(s) Interview

Mike Kitzmiller, Board Chair, and board members Kelly Moulton and Gary Larsen participated in the interview. The ISTCS board members described the school's mission and vision in their own words, saying that the school provides a safe and positive culture and a well-rounded education that emphasizes hands-on learning, technology, and the arts.

The board reported having an excellent relationship with the new Principal, Tami Dortch. Mrs. Dortch was previously the Assistant Principal and Curriculum Coordinator and replaced Principal Gary Larsen when he retired in spring 2013. The board believes that Ms. Dortch has an excellent background and is strong in curriculum implementation and strategic thinking. The board stated that she has their full support. Ms. Dortch is very open in her communication with the board and provides academic updates to the board monthly and informally on a regular basis.

The ISTCS board's last self-evaluation was approximately two years ago. The board communicated an interest in conducting another self-evaluation and asked for feedback and resources from the PCSC staff member. Board training is an area where the board recognizes they can improve, since they have not done it on a regular basis. They had two sessions facilitated by the ISBA approximately two years ago and have participated in some sessions with the SDE. The board was open to feedback regarding training, and the PCSC staff member recommended that they may want to consider using the Charter School Board University book by Brian Carpenter, as PCSC staff has received positive feedback about this resource from other boards that have used it for training purposes.

When asked about concerns they have for the school, the board members stated that finances continue to be a high priority for the board. Finances remain tight; however, the school ended FY13 with a carryover, enrollment is up, and the board feels they are headed in the right direction. The board and administration have worked to build community awareness and support for the school through a marketing campaign, and they feel this has had a positive impact. The board doesn't have any significant concerns related to operations. In regards to academics, they also feel they are headed in a positive direction.

Administrator(s) Interview

Tami Dortch, Principal, participated in the interview. Ms. Dortch feels she has a strong working relationship with the board. They ask good questions and listen to her feedback, and though they are very involved, they are conscientious about not micromanaging or overstepping. The board

sets the vision and makes final decisions related to policy while giving Ms. Dortch the freedom to manage the day-to-day operations of the school.

Ms. Dortch measures success at ISTCS based on academics (including standardized test scores and other measures), teacher quality based on her classroom observations, strength of the curriculum and its implementation, stakeholder support and feedback, and the nature of the school's culture (happiness of students, safety, positivity). She has found it to be critical for the board, administration, and teachers to be on the same page in order for a strong, positive culture to be developed.

The Leadership Team (formed in 2012-2013) has worked with Ms. Dortch to build a cohesive staff. Staff professional development has also aided in Ms. Dortch in developing her relationship with the teachers and staff and has encouraged them to collaborate with each other. Since Spring 2013, at each staff meeting, two teachers are expected to present a best practice or strategy to the rest of the group. In Spring 2014, the school's professional development will be focused on ensuring that implementation of the Common Core State Standards (CCSS) is progressing appropriately and that teachers are prepared to support students in transitioning to the Smarter Balanced Assessment (SBA).

When asked about her concerns related to the schools operations, academics, or finances, Ms. Dortch noted that while finances remain tight, the school had a more reasonable carryover at the end of last year and enrollment has increased in 2013-2014. She is a little worried about the transition to the SBA, primarily because there is no way to know how students will perform (at ISTCS and elsewhere), but believes the school is doing everything it can to prepare.

Business Manager / Clerk Interview

Chantelle Macy, Business Manager, participated in the interview. Ms. Macy has been involved with BCCLC and ISTCS for six years, and helped to found ISTCS. After the school's founding, she was Business Manager for both BCCLC and ISTCS until January 2012, when she transitioned to being full-time at ISTCS only.

Ms. Macy stated that the school is doing better financially, particularly since enrollment is up. The budget was estimated at 220 students; as of the site visit, actual enrollment was at 227. Ms. Macy anticipated that enrollment may rise slightly through the early part of the first semester.

The FY14 budget was prepared by Fred Ball with support and feedback from Ms. Macy and Ms. Dortch. The budget creation process includes a review of the previous year's actual revenue and expenditures and a discussion about adjustments that should be made for the new fiscal year. Ms. Macy monitors the finances closely and frequently. She provides reports to the board at their monthly meetings.

Meeting with Teachers and Staff

The PCSC staff member had the opportunity to meet with three (3) teachers and staff. When asked for open and honest feedback, staff gave the following responses to the following questions.

How can this school improve?

- We feel pretty good about CCSS alignment overall, but believe that vertical alignment could still improve. Teachers need to get on the same page. (Staff noted that there is a plan to discuss this at the next staff meeting).

- We would like our athletic department to continue to grow and do more; we know that middle school students care about sports.
- It would be great if there was more parent involvement in the school. Perhaps we could have more events at the school to get parents more connected and on the same page with us regarding the school's vision and approach.
- We would like to continue to have more hands-on activities and classes. For instance, we'd like to see drama brought back.
- We think there should be more PR / advertising about what we're doing well.

Describe the professional development / training you receive. Is it effective? Do ideas and strategies learned during professional development get applied?

- On Fridays, a team of two teachers instructs the full group on teaching strategies. This is very effective; since its coming from our peers, the ideas tend be well-connected to our school and approach, so we apply them.
- The current professional development has also helped encourage collaboration and communication among teachers.
- In Spring 2014, professional development will shift to a focus on CCSS vertical alignment.

What is going well at your school? What do you like about working here?

- When goals are set, we work together to meet them. The staff has a strong camaraderie and positive attitudes. We have identified problems and challenges, but we're focused on solutions.
- Overall, the school is a positive environment. It's safe, both physically and emotionally. We want to see the students succeed and we work together to help them move forward.
- Ms. Dortch's expertise has been a big benefit for the school. She's a teacher at heart and she helps teachers find solutions. At the same time, she's a strategic, long-term thinker.
- The size of the school is great; it's small enough that we know the students and families, even beyond those that are in our classrooms.
- We value the students and they feel it. They know they're cared for and that motivates them.

Documents Review

<u>Finances</u>

The FY13 year-end and FY14 year-to-date finances were reviewed. Questions were answered by Chantelle Macy. Though it remains somewhat tight, the financial situation at ISTCS is improved. Based on preliminary audit results, the school ended the 2012-2013 year with a carryover of nearly $32,000, which represents a single-year increase / surplus of approximately $27,000. Enrollment has increased in 2013-2014. Last year, the school had 189 students; at the time of the site visit, ISTCS had 227 enrolled for 2013-2014. Based on the information provided, it appears that, thus far, revenue and expenditures seem to be tracking at or better than expectations and financial monitoring is frequent and appropriate.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff for review. All IEPs were up-to-date and included complete LRE documentation and clear accommodations. One of the IEPs was completed slightly late (based on when the previous one expired), however, this was due to the timing of a school transfer by the student and ISTCS completed an IEP in a timely manner. Eligibility documentation was included in all files. The files were all well organized and consistent. At this time, there are no concerns about the special education files that were reviewed.

The PCSC staff member had the opportunity to briefly observe a student receiving individual services; the student was engaged and had appropriate interactions with the special education teacher.

Lisa Blight, the Special Education Teacher, was available for a brief interview. She believes that the hardest part of her job is balancing teaching and paperwork. She described the school's Child Find process, from info on the website and in the application to parent identification, AIMSWeb testing, and teacher referrals. Mrs. Blight supervises one full-time aide and one part-time aide. She models activities for them, allows them to practice, and also provides them resources about managing behavior. To ensure that IEPs are appropriately implemented, she makes sure that goals are focused on what the student really needs; creates packets that are closely tied to the students' goals; and uses feedback, progress reports, and AIMSWeb results to assess students' progress.

Classroom Observations

The PCSC staff member had the opportunity to independently observe nine (9) classrooms. The types of activities being facilitated varied, including hands-on projects (in three classrooms), discussion, life applications, and practice. Classroom environments were positive, with teachers and students usually demonstrating mutual respect. Student engagement was strong. In six (6) of the classrooms, students were identified as highly engaged (with virtually all students focused on the task at hand); students in the remaining three (3) classrooms were identified as engaged (with most of the students actively participating). There were minimal behavior issues observed. In the few cases where behavioral issues were apparent, they were minor and quickly addressed by the teacher (often through appropriate re-direction). In only two classrooms, there were minor issues with transitions (with transitions being slower than may be ideal); however, students were reengaged within a reasonable amount of time. Overall, the PCSC staff member felt that observations were improved from the previous year (2012). There was improved consistency in regards to the quality of instruction, more hands-on activities and discussions including practical applications, and the engagement level of students was strong.

Summary

Strengths

- Classroom observations revealed many hands-on activities and classes / projects connected to the school's mission (science, technology, etc) and a high level of student engagement
- The professional development model (of teachers instructing each other on best practices and/or effective teaching strategies) appears to be very effective; teachers report that collaboration has improved, they are engaged in the sessions, and are able to apply what they learn.

- The board and administrator report having a strong working relationship.
- Enrollment has increased and finances have improved.

Challenges or Areas for Improvement

- Finances, though improved, remain relatively tight.
- Board training could be improved.

Concerns

- The PCSC staff member who conducted the site visit does not have any significant concerns about Idaho Science and Technology Charter School at this time.

Possible Charter Amendments

- The administration communicated that the school may submit amendments to the charter in order to adjust outdated language and improve alignment with operations.

Recommendations

- PCSC staff recommends that the administrators, business manager, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year with an increased carryover / reserves.
- PCSC staff recommends that the school continue their implementation of PR and marketing strategies to build community awareness and maintain strong enrollment.

Materials or Follow-up Requested of the School

No follow-up was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: January 9, 2014

School Name: Idaho Science and Technology Charter School

School Address: 21 N 550 West, Blackfoot, ID 83221
School Phone: (208) 785-7827
Current School Year: 2013-14

School Mission: The mission of ISTCS is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Mike Kitzmiller	Chair	RN	kitzmljk@msn.com	(208)785-7827
Kelly Moulton	Vice Chair	Business	kelly@ahcvet.com	(208)785-7827
Gary Larson	Secretary/Treasurer	Retired Education	garyidaho@gmail.com	(208)785-7827
Steve Elliot	Member	Quality Assurance, INEL	skelliott73@msn.com	(208)785-7827
Bryan Barclay	Member	Post Secondary Education	barcbrya@isu.edu	(208)785-7827

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
6	96	102	94.18	2	60	59.16
7	70	68	118.23		54	120.5
8	54	56			70	
TOTAL	**220**	**226**	**212.41**	**2**	**184**	**179.66**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	18 (8%)	8 (4%)	186 (82%)	3 (1%)	13 (6%)	0	130 (58%)	17
Previous	16 (9%)	4 (2%)	166 (89%)	1 (0%)	5 (3%)	0	93 (51%)	23

FACULTY AND STAFF

Administrator Name(s): Tami Dortch, Principal and Acting Director; Steven Andrew, Assistant Principal
Administrator's Hire Date: July, 2011 July, 2009
Administrator Email(s): tami.dortch@istcharter.org, steven.andrew@istcharter.org

Current Classified Staff (# FTE): 6, FTE 4
Current Faculty (# FTE): 17

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? Yes
Does your school currently have a school improvement status with the SDE? Yes
If yes, please specify your school's status (Focus, Priority): Continuous Improvement

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:
ISTCS has experienced major administrative transition during the past year. Its principal, Gary Larson, retired in May, 2013. He was replaced by the school's assistant principal, Tami Dortch. Steve Andrew replaced Tami as assistant principal. In October, 2013, the school replaced Fred Ball as the director and named Tami Dortch as the acting director.

Please describe the greatest successes experienced by your school in the past year:
Increased enrollment. The school increased enrollment by 42 students (total 226) and anticipates similar growth next year based on lottery forms, surveys, and letters of intent.

Implementation of 6th grade transition program including curriculum, schedule, and activities. This program has significantly increased satisfaction among 6th grade students and parents. We anticipate that it will also increase student achievement; however, that will be more difficult to document without standardized test data this year.

Horizontal and vertical alignment with Idaho Core Standards is nearly complete including documentation, implementation, and assessment.

Increased stakeholder satisfaction. Surveys conducted at the beginning of 2nd semester show a 96% satisfaction rating.

Increased collaboration with local school districts.

Please describe any challenges you anticipate during the upcoming year:
We anticipate a number of ongoing challenges as a result of administrative transition. ISTCS has submitted a complete Corrective Action Report to PCSC outlining the steps we will be taking over the next several months to address these challenges.

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

ADDITIONAL ATTACHMENTS

☒ PCSC Corrective Action Report.

☒ Charter Revision Request.

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	300.00	300.00	167.69	132.31	56%	300.00	
416100 School Food Service	-	-	-	-		-	
416200 Meal sales: non-reimbursable	25,000.00	25,000.00	17,383.25	7,616.75	70%	33,300.00	
416900 Other Food Sales	-	-	-	-		-	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	12,000.00	12,000.00	-	12,000.00	0%	12,000.00	
419900 Other Local Revenue	18,300.00	18,300.00	14,765.86	3,534.14	81%	18,300.00	
431100 Base Support Program	1,038,292.00	1,038,292.00	813,745.01	224,546.99	78%	1,038,292.00	
431200 Transportation Support	122,000.00	122,000.00	100,000.00	22,000.00	82%	122,000.00	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	137,149.00	137,149.00	50,000.00	87,149.00	36%	137,149.00	
431900 Other State Support	18,000.00	18,000.00	-	18,000.00	0%	18,000.00	
437000 Lottery / Addtl State Maintenance	15,000.00	15,000.00	12,918.00	2,082.00	86%	15,000.00	
439000 Other State Revenue	24,500.00	24,500.00	3,428.00	21,072.00	14%	24,500.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	32,800.00	32,800.00	12,705.47	20,094.53	39%	32,800.00	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	21,304.00	21,304.00	10,777.08	10,526.92	51%	21,304.00	
445900 Other Indirect Restricted Federal	25,626.00	25,626.00	13,390.47	12,235.53	52%	25,626.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	-	-	-	-		-	
TOTAL REVENUE	**$1,490,271.00**	**$1,490,271.00**	**$1,049,280.83**	**$440,990.17**	**70%**	**$1,498,571.00**	

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	849,639.00	849,639.00	417,071.97	432,567.03	49%	849,856.00	
200 EMPLOYEE BENEFITS	256,693.00	256,693.00	132,546.20	124,146.80	52%	258,467.84	
300 PURCHASED SERVICES	195,809.00	195,809.00	112,370.66	83,438.34	57%	196,048.97	
400 SUPPLIES	136,501.00	136,501.00	81,529.73	54,971.27	60%	138,270.46	
500 CAPITAL OUTLAY	10,300.00	10,300.00	10,370.73	(70.73)	101%	10,545.73	
600 DEBT RETIREMENT	32,100.00	32,100.00	17,348.82	14,751.18	54%	34,694.82	
700 INSURANCE	17,235.00	17,235.00	10,541.72	6,693.28	61%	17,235.00	
920000 TRANSFERS OUT	-	-	-	-		-	
TOTAL EXPENDITURES	**$1,498,277.00**	**$1,498,277.00**	**$781,779.83**	**$716,497.17**	**52%**	**$1,505,118.82**	
TOTAL FUND REVENUES OVER EXPENDITURES	**($8,006.00)**	**($8,006.00)**	**$267,501.00**			**($6,547.82)**	
TOTAL BEGINNING BALANCE (All Funds)	**$33,933.15**	**$33,933.15**	**$33,933.15**			**$33,933.15**	
TOTAL CHANGES (All Funds)	**($31,819.00)**	**($31,819.00)**	**$267,501.00**			**($27,766.00)**	
ENDING BALANCE (All Funds)	**$2,114.15**	**$2,114.15**	**$301,434.15**			**$6,167.15**	

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$31,819.00	$31,819.00	$31,819.00			$31,819.00	
100 Changes in Fund Balance	($31,819.00)	($31,819.00)	$271,682.01			($27,766.00)	
100 Ending Fund Balance	$0.00	$0.00	$303,501.01			$4,053.00	
245 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
245 Changes in Fund Balance	$0.00	$0.00	($2,437.95)			$0.00	
245 Ending Fund Balance	$0.00	$0.00	($2,437.95)			$0.00	
251 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
251 Changes in Fund Balance	$0.00	$0.00	$3.00			$0.00	
251 Ending Fund Balance	$0.00	$0.00	$3.00			$0.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	$286.00			$0.00	
257 Ending Fund Balance	$0.00	$0.00	$286.00			$0.00	
262 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
262 Changes in Fund Balance	$0.00	$0.00	$169.86			$0.00	
262 Ending Fund Balance	$0.00	$0.00	$169.86			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	$3,000.00			$0.00	
271 Ending Fund Balance	$0.00	$0.00	$3,000.00			$0.00	
290 Beginning Fund Balance	$2,114.15	$2,114.15	$2,114.15			$2,114.15	
290 Changes in Fund Balance	$0.00	$0.00	($5,201.92)			$0.00	
290 Ending Fund Balance	$2,114.15	$2,114.15	($3,087.77)			$2,114.15	

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments	300.00	300.00	167.69	132.31	56%	300.00	
100.419100	Rentals				-			
100.419200	Contributions/Donations	12,000.00	12,000.00	-	12,000.00	0%	12,000.00	
100.419900	Other Local Revenue	18,300.00	18,300.00	14,765.86	3,534.14	81%	18,300.00	
100.431100	Base Support	1,038,292.00	1,038,292.00	813,745.01	224,546.99	78%	1,038,292.00	
100.431200	Transportation Support	122,000.00	122,000.00	100,000.00	22,000.00	82%	122,000.00	
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	137,149.00	137,149.00	50,000.00	87,149.00	36%	137,149.00	
100.431900	Other State Support	18,000.00	18,000.00	-	18,000.00	0%	18,000.00	
100.437000	Lottery / Addtl State Maintenance	15,000.00	15,000.00	12,918.00	2,082.00	86%	15,000.00	
100.439000	Other State Revenue	19,000.00	19,000.00	463.00	18,537.00	2%	19,000.00	
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		$1,380,041.00	$1,380,041.00	$992,059.56	387,981.44	72%	$1,380,041.00	
EXPENDITURES								
100.515100	Secondary Salaries	562,250.00	562,250.00	279,786.73	282,463.27	50%	562,250.00	
100.515200	Secondary Benefits	185,000.00	185,000.00	98,664.53	86,335.47	53%	185,000.00	
100.515300	Secondary Purchased Services	500.00	500.00	-	500.00	0%	254.27	
100.515400	Secondary Supplies	26,200.00	26,200.00	14,702.70	11,497.30	56%	26,200.00	
100.515500	Secondary Capital Outlay	9,300.00	9,300.00	9,545.73	(245.73)	103%	9,545.73	
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			
100.521100	Exceptional Child Salaries	14,667.00	14,667.00	7,875.00	6,792.00	54%	11,384.00	
100.521200	Exceptional Child Benefits	4,800.00	4,800.00	2,601.75	2,198.25	54%	4,059.54	
100.521300	Exceptional Child Purchased Services	5,000.00	5,000.00	2,893.35	2,106.65	58%	5,000.00	
100.521400	Exceptional Child Supplies	500.00	500.00	440.46	59.54	88%	440.46	
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
Subtotals:	**Instruction**	808,217.00	808,217.00	416,510.25	391,706.75	52%	804,134.00	

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.641100	School Administration Program Salaries	75,000.00	75,000.00	37,090.00	37,910.00	49%	75,000.00	
100.641200	School Administration Program Benefits	18,500.00	18,500.00	8,315.80	10,184.20	45%	18,500.00	
100.641300	School Administration Program Purchased Services	4,500.00	4,500.00	3,739.52	760.48	83%	4,500.00	
100.641400	School Administration Program Supplies	4,000.00	4,000.00	870.89	3,129.11	22%	4,000.00	
100.641500	School Administration Program Capital Outlay	-	-	-	-			
100.641600	School Administration Program Debt Retirement				-			
100.641700	School Administration Program Insurance	15,000.00	15,000.00	8,306.72	6,693.28	55%	15,000.00	
100.651100	Business Operation Program Salaries	35,000.00	35,000.00	17,499.94	17,500.06	50%	35,000.00	
100.651200	Business Operation Program Benefits	12,000.00	12,000.00	5,715.61	6,284.39	48%	11,765.30	
100.651300	Business Operation Program Purchased Services	4,499.00	4,499.00	4,584.70	(85.70)	102%	4,584.70	
100.651400	Business Operation Program Supplies	1.00	1.00	89.43	(88.43)	8943%	150.00	
100.651500	Business Operation Program Capital Outlay				-			
100.651600	Business Operation Program Debt Retirement				-			
100.651700	Business Operation Program Insurance				-			
100.661100	Buildings - Care Program Salaries	30,000.00	30,000.00	15,833.14	14,166.86	53%	31,000.00	
100.661200	Buildings - Care Program Benefits	6,000.00	6,000.00	3,751.40	2,248.60	63%	8,550.00	
100.661300	Buildings - Care Program Purchased Services	2,300.00	2,300.00	1,752.61	547.39	76%	2,300.00	
100.661400	Buildings - Care Program Supplies	5,700.00	5,700.00	1,922.57	3,777.43	34%	2,500.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance				-			
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	153,800.00	153,800.00	77,492.98	76,307.02	50%	153,800.00	
100.664400	Maintenance - Student Occupied Supplies	29,200.00	29,200.00	28,405.84	794.16	97%	29,200.00	
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services	800.00	800.00	324.05	475.95	41%	800.00	
100.665400	Maintenance - Grounds Supplies	500.00	500.00	74.56	425.44	15%	180.00	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.681100	Pupil-to-School Transportation Salaries	78,600.00	78,600.00	36,796.85	41,803.15	47%	78,600.00	
100.681200	Pupil-to-School Transportation Benefits	18,911.00	18,911.00	8,623.26	10,287.74	46%	18,911.00	
100.681300	Pupil-to-School Transportation Purchased Services	6,184.00	6,184.00	6,050.10	133.90	98%	6,184.00	
100.681400	Pupil-to-School Transportation Supplies	43,430.00	43,430.00	15,899.91	27,530.09	37%	43,430.00	
100.681500	Pupil-to-School Transportation Capital Outlay	1,000.00	1,000.00	825.00	175.00	83%	1,000.00	
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance	2,235.00	2,235.00	2,235.00	-	100%	2,235.00	

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.683100	General Transportation Salaries				-			
100.683200	General Transportation Benefits				-			
100.683300	General Transportation Purchased Services				-			
100.683400	General Transportation Supplies	570.00	570.00	318.60	251.40	56%	570.00	
100.683500	General Transportation Capital Outlay				-			
100.683600	General Transportation Debt Retirement				-			
100.683700	General Transportation Insurance				-			
Subtotals:	**Support Services**	547,730.00	547,730.00	286,518.48	261,211.52	52%	547,760.00	
100.911500	Principal Capital Outlay				-			
100.911600	Principal Debt Retirement	32,100.00	32,100.00	17,348.82	14,751.18	54%	34,694.82	
100.912500	Interest Capital Outlay				-			
100.912600	Interest Debt Retirement				-			
100.913500	Refunded Debt Capital Outlay				-			
100.913600	Refunded Debt - Debt Retirement				-			
Subtotals:	**Non-Instruction**	32,100.00	32,100.00	17,348.82	14,751.18	54%	34,694.82	
100.920000	Transfers Out				-			
100.950000	Contingency Reserve	23,813.00	23,813.00		23,813.00	0%	21,218.18	
Subtotals:	**Other**	23,813.00	23,813.00	-	23,813.00	0%	21,218.18	
TOTAL GENERAL FUND EXPENDITURES		$1,411,860.00	$1,411,860.00	$720,377.55	$691,482.45	51%	$1,407,807.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**($31,819.00)**	**($31,819.00)**	**$271,682.01**			**($27,766.00)**	
	BEGINNING FUND BALANCE (July 1, 2013)	$31,819.00	$31,819.00	$31,819.00			$31,819.00	
	CHANGES IN FUND BALANCE	($31,819.00)	($31,819.00)	$271,682.01			($27,766.00)	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**$303,501.01**			**$4,053.00**	

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-			
245.439000	Other State Revenue	5,500.00	5,500.00	2,965.00	2,535.00	54%	5,500.00	
245.460000	Transfers In				-			
TOTAL FUND REVENUE		$5,500.00	$5,500.00	$2,965.00	$2,535.00	54%	$5,500.00	
EXPENDITURES								
245.515100	Secondary Salaries				-			
245.515200	Secondary Benefits				-			
245.515300	Secondary Purchased Services	5,500.00	5,500.00	5,402.95	97.05	98%	5,500.00	
245.515400	Secondary Supplies				-			
245.515500	Secondary Capital Outlay				-			
245.515600	Secondary Debt Retirement				-			
245.515700	Secondary Insurance				-			
245.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$5,500.00	$5,500.00	$5,402.95	$97.05	98%	$5,500.00	
TOTAL REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**($2,437.95)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($2,437.95)			$0.00	
	ENDING FUND BALANCE AS OF ____12-31-13_____	**$0.00**	**$0.00**	**($2,437.95)**			**$0.00**	

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	32,800.00	32,800.00	12,705.47	20,094.53	39%	32,800.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$32,800.00	$32,800.00	$12,705.47	$20,094.53	39%	$32,800.00	
EXPENDITURES								
251.515100	Secondary Salaries	24,300.00	24,300.00	11,170.46	13,129.54	46%	24,300.00	
251.515200	Secondary Benefits	3,300.00	3,300.00	1,532.01	1,767.99	46%	3,300.00	
251.515300	Secondary Purchased Services				-			
251.515400	Secondary Supplies	5,200.00	5,200.00		5,200.00	0%	5,200.00	
251.515500	Secondary Capital Outlay				-			
251.515600	Secondary Debt Retirement				-			
251.515700	Secondary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$32,800.00	$32,800.00	$12,702.47	$20,097.53	39%	$32,800.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**$3.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$3.00			$0.00	
	ENDING FUND BALANCE AS OF ___12-31-13___	**$0.00**	**$0.00**	**$3.00**			**$0.00**	

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	21,304.00	21,304.00	10,777.08	10,526.92	51%	21,304.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$21,304.00	$21,304.00	$10,777.08	$10,526.92	51%	$21,304.00	
EXPENDITURES								
257.515100	Secondary Salaries	16,322.00	16,322.00	7,875.00	8,447.00	48%	16,322.00	
257.515200	Secondary Benefits	4,982.00	4,982.00	2,616.08	2,365.92	53%	4,982.00	
257.515300	Secondary Purchased Services				-			
257.515400	Secondary Supplies				-			
257.515500	Secondary Capital Outlay				-			
257.515600	Secondary Debt Retirement				-			
257.515700	Secondary Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$21,304.00	$21,304.00	$10,491.08	$10,812.92	49%	$21,304.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$286.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$286.00			$0.00	
	ENDING FUND BALANCE AS OF ____12-31-13___	**$0.00**	**$0.00**	**$286.00**			**$0.00**	

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal				-			
262.445900	Other Indirect Restricted Federal	7,749.00	7,749.00	7,749.00	-	100%	7,749.00	
262.460000	Transfers In				-			
TOTAL FUND REVENUES		$7,749.00	$7,749.00	$7,749.00	$0.00	100%	$7,749.00	
EXPENDITURES								
262.515100	Secondary Salaries				-			
262.515200	Secondary Benefits				-			
262.515300	Secondary Purchased Services	7,749.00	7,749.00	7,579.14	169.86	98%	7,749.00	
262.515400	Secondary Supplies				-			
262.515500	Secondary Capital Outlay				-			
262.515600	Secondary Debt Retirement				-			
262.515700	Secondary Insurance				-			
262.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$7,749.00	$7,749.00	$7,579.14	$169.86	98%	$7,749.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$169.86**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$169.86			$0.00	
	ENDING FUND BALANCE AS OF _____12-31-13__	**$0.00**	**$0.00**	**$169.86**			**$0.00**	

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	17,877.00	17,877.00	5,641.47	12,235.53	32%	17,877.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$17,877.00	$17,877.00	$5,641.47	$12,235.53	32%	$17,877.00	
EXPENDITURES								
271.515100	Secondary Salaries	12,000.00	12,000.00	2,000.00	10,000.00	17%	12,000.00	
271.515200	Secondary Benefits	3,000.00	3,000.00	547.47	2,452.53	18%	3,000.00	
271.515300	Secondary Purchased Services	2,877.00	2,877.00	94.00	2,783.00	3%	2,877.00	
271.515400	Secondary Supplies				-			
271.515500	Secondary Capital Outlay				-			
271.515600	Secondary Debt Retirement				-			
271.515700	Secondary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$17,877.00	$17,877.00	$2,641.47	$15,235.53	15%	$17,877.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$3,000.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$3,000.00			$0.00	
	ENDING FUND BALANCE AS OF __12-31-13_____	**$0.00**	**$0.00**	**$3,000.00**			**$0.00**	

February 13, 2014

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service				-			
290.416200	Meal sales: non-reimbursable	25,000.00	25,000.00	17,383.25	7,616.75	70%	33,300.00	
290.416900	Other Food Sales				-			
290.443000	Direct Restricted Federal				-			
290.445500	Child Nutrition Reimbursement				-			
290.445900	Other Indirect Restricted Federal				-			
290.460000	Transfers In				-			
TOTAL FUND REVENUES		$25,000.00	$25,000.00	$17,383.25	$7,616.75	70%	$33,300.00	
EXPENDITURES								
290.710100	Food Service Salaries	1,500.00	1,500.00	1,144.85	355.15	76%	4,000.00	
290.710200	Food Service Benefits	200.00	200.00	178.29	21.71	89%	400.00	
290.710300	Food Service Purchased Services	2,100.00	2,100.00	2,457.26	(357.26)	117%	2,500.00	
290.710400	Food Service Supplies	21,200.00	21,200.00	18,804.77	2,395.23	89%	26,400.00	
290.710500	Food Service Capital Outlay				-			
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$25,000.00	$25,000.00	$22,585.17	$2,414.83	90%	$33,300.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($5,201.92)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$2,114.15	$2,114.15	$2,114.15			$2,114.15	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($5,201.92)			$0.00	
	ENDING FUND BALANCE AS OF ____12-31-13__	**$2,114.15**	**$2,114.15**	**($3,087.77)**			**$2,114.15**	

Through the recent change in leadership at ISTCS, it has come to the attention of the Board that there have been some weaknesses in the systems in place at the school. The school will spend the next six to nine months addressing these weaknesses by examining existing systems, replacing policies and procedures when appropriate, and creating them when no formal process is in place. These concerns include but may not be limited to:

Policy

ISTCS will review and examine its policy manual and any related procedures that have been developed in order to assure the following:

1. The Board, Administration and Business personnel will be aware of existing Board policies.
2. Departments (i.e. transportation, technology) will be aware of existing Board policies.
3. A strong board-directed process will exist to amend and strengthen existing policies.
4. An anti-nepotism policy will be developed to address hiring process/procedures for employees as well as independent contractors.
5. The policy manual will be disseminated in appropriate school locations so that patrons, parents and employees have easy access to the school's rules.
6. The Board and Administration will ensure that policy and procedure are followed at all times and that the school's personnel and agents likewise understand that policy and procedure will be followed.

Procedure

ISTCS will identify weaknesses in procedures at the school.

1. Administration will review current hiring practices of the school including posting of notices for employment, hiring committees, and compliance with policies and established procedures.
2. Administration will review current personnel practices of the school including job descriptions, compensation structures, credential review, benefits entitlements, etc.
   a. Where weaknesses are found, Administration will recommend development and/or amendment of policies and procedures.
3. The Board and Administration will engage in a review of the Bidding and Public Works laws of the state of Idaho and assure that the school will comply with such mandates.
   a. A process will be put in place to assure that all work performed for the school by contractors shall have a "paper-trail" detailing retention, work to be done, bidding and public works licenses (where applicable) and board approval in advance or subsequent in the situation of an emergency.

Charter

The Board and Administration will engage in a review of the Articles of Incorporation, ByLaws and the school's Charter to assure that the school's operations are consistent with the authorizing paperwork and promises of the school. Where necessary, such official documentation will be amended.

Training

ISTCS will identify weaknesses in school leadership (Board Members and Administration) knowledge and experience and will work to obtain appropriate training.

1. The Board will engage in training with regard to the role and responsibility of a Board and of individual Board Members.
2. The Board will look into personnel training from ISBA.
3. The Board will look into the training modules available on ISBA's website addressing various subcategories of board activities and responsibilities.
    a. To the extent fiscally possible, the Board and Administration will seek out opportunities to engage in additional training to solidify the roles and responsibilities of individuals who operate and manage the school.
        1. The Board will look into the conferences, trainings and/or sessions available through the Charter School Network and similar entities.

Fiscal Transparency

The Board and Administration will engage in fiscal transparency:

1. Budgets will be published.
2. The Business Manager Job description shall be amended so such individual is to report directly to the Board and to the Administration, directing that nothing is to be withheld from the Board.
3. An Auditing committee will be developed each year to include a Board Member, the Business Manager and the School's Administration. In this context, no auditing information can ever be withheld from the Board.
4. The Business Manager of the school will review all contracts known to be currently held by the school. Information learned from this review will be reported back to the Board and Administration and the Board shall make a determination as to how it wishes to proceed with any given contract (termination, continuation, amendment etc.)

Record Keeping

Administration will ensure that appropriate records exist at the school.

1. The school will engage in public records request and general records requests to its affiliated school programs and major agents to assure that the school has in place, to the best extent possible, all prior public records of the school.
2. The school will establish and follow an appropriate protocol for the creation, retention and destruction of school records, including public records.

SUBJECT

Rolling Hills Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Rolling Hills Public Charter School (RHPCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2005. RHPCS currently enrolls approximately 250 students in grades K-8.

DISCUSSION

RHPCS has provided a written annual update.

RHPCS has continued to demonstrate strong academics; the school received a Star Rating of 4 out of 5 for both 2011-2012 and 2012-2013. However, the school currently has Continuous Improvement plan with the State Department of Education (SDE), because they did not meet their Annual Measurable Objectives (AMOs) in Math or Language Arts for their economically disadvantaged students.

In April 2013, Shane Pratt became the new administrator at RHPCS. Mr. Pratt has implemented increased teacher professional development and new benchmark / progress monitoring testing (Easy CBM). Staff morale and the division of roles and responsibilities between the board and administration have improved in the past six months.

RHPCS reports having a FY13 carryover of over $119,000 and projects ending FY14 with a carryover of nearly $142,000. Additionally, the school recently finalized a facility refinance through Building Hope. The school's monthly payments are now manageable, and RHPCS no longer faces a balloon payment. Additionally, the school has reached agreements to settle its outstanding loans from individuals. As a result, it appears that RHPCS is now on track to move toward a more stable, long-term financial outlook.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff makes no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Rolling Hills Public Charter School (RHPCS)
Address	8900 N Horseshoe Bend Road, Boise, ID 83714
Date of Site Visit	December 13, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Scot Carley, Board Chair Jennifer Fears, Member
Administrator(s) Interviewed	Shane Pratt, Administrator
Business Manager / Clerk Interviewed	Joy Conn, part-time Business Manager
Other Stakeholder(s) Interviewed	Students (7); Teachers (4)

Board Member(s) Interview

Scot Carley, board chair, and Jennifer Fears participated in the interview. Mr. Carley has been a member of the board for two years, and Ms. Fears is a former board member who recently returned. The board members described the school's mission and vision to teach to the highest level and give students the tools they need to be adults (strong academics, socialization, maturity, and character / responsibility) so they are well-prepared for the future. The school also has a focus on inclusion and embracing diversity.

The board members feel they have a good working relationship with the school's new administrator, Shane Pratt, who began at RHPCS in Spring 2013. They have constant appropriate communication with Mr. Pratt and trust and rely on him. They described him as a professional, and believe that he is open and honest with them and communicates problems when needed. The board members feel that the board's relationship with the school and teachers has improved since Mr. Pratt began at RHPCS. They have worked to improve the division of roles and responsibilities between the board and administration so that it is "much more healthy" than it was before. The board advises Mr. Pratt and sets the vision and policies for the school, but trusts Mr. Pratt with all facets of day-to-day operations.

Though the RHPCS board has done some training in the past, they have not yet done any during the 2013-2014 school year. When the PCSC staff member communicated some of the resources and strategies used by other PCSC-authorized charter schools, the RHPCS board members expressed an interest in getting more information. The board has not done a self-evaluation in the last couple of years. They having been dealing with challenges and transitions and are now in the process of getting more organized. The board is interested in recruiting two (2) more members, and appear to be considering conducting a self-evaluation to help guide this process.

When asked about concerns they have for the school, the board stated that finances are their primary concern right now. However, they are hopeful that their finances will soon be in order, as they are in the process of re-financing the school facility, moving from current lender US Bank to new lender Building Hope. They would like to complete this process by the end of 2013. With Building Hope's help, the school will be able to significantly lower the amount they owe.

Additionally, the board was able to negotiate with individuals who gave loaned seed money to RHPCS; rather than these individuals continuing to wait to be repaid and/or receiving funds slowly from the school over time, RHPCS will pay them lump sums of 50% of their remaining loan balances now, and the remainder will be considered forgiven.

The board members said that they have no other significant concerns; they feel they are in the best place they've been in a while. However, they did identify a couple additional areas of focus / improvement, including retaining their administrator, trying to find ways (in the future) to adjust the budget so they can pay their teachers and staff more, motivating teachers to do their professional development, and transitioning to the Common Core State Standards (CCSS) while staying true to the Harbor Method.

Administrator(s) Interview

Shane Pratt, Administrator, participated in the interview. Mr. Pratt described changes that the school has been implementing since he joined the RHPCS staff last spring. This year, they are using Easy CBM testing, which is aligned to the Common Core Stated Standards (CCSS) three times per year to benchmark students' academic progess and for progress monitoring / RTI. In summer 2013, professional development was a focus; each RHPCS teacher participated in at least one workshop or training. The school is also doing monthly parent forums to improve communication and collaboration with parents. In the future, Mr. Pratt looks forward to putting more focus on implementation of research-based best practices to improve student engagement and academic outcomes.

Mr. Pratt believes he has a good relationship with the RHPCS board. They trust him and have improved their understanding / recognition of what his role should be. He trusts their opinions and knowledge of the school's history. Mr. Pratt feels that the process of developing the performance certificate and mission-specific goals with the PCSC helped improve collaboration among the board, administration, and teachers, and re-focused everyone on implementing the most critical aspects of their educational program to lead to strong academic outcomes.

In his opinion, the administration and teachers at RHPCS all understand the new Common Core State Standards (CCSS). However, Mr. Pratt conceded that not enough preparation was done in previous year, so the administration and teachers are currently working on curriculum mapping for individual grades and developing lessons, objectives, and outcomes that are aligned to the CCSS. He believes the school needs to purchase more curriculum that is CCSS aligned, particularly for math and reading. The staff are informed about the transition to the Smarter Balanced Assessment (SBA) and RHPCS was a pilot school in 2012-2013, so he feels they are relatively prepared to do implement the test.

Mr. Pratt measures success at RHPCS using several indicators including: student outcomes (which he noted are vital and the school's ultimate point of accountability); retention of students and staff; and relationships among students, staff, and administration.

When asked about his concerns for the school, Mr. Pratt responded that, thus, far, his biggest focus has been dealing with the challenges that the school was facing, including

the division of roles and responsibilities between the administration and board, staff morale, and finances. He believes they have made improvements in all of these areas. He noted that finances have been a significant concern, but he is hopeful that RHPCS will secure financing through Building Hope, and then be able to put their energy toward more financial stability, including building contingency funds and getting to the place where teachers and staff can be compensated at a competitive market level.

Mr. Pratt would also like to see some improvements in operations, including shifting the Business Manager position from part-time to full-time and identifying an appropriate person to handle ISEE reporting. He would also like to see more training for the board and possibly a monthly work session, so the board can continue to improve its efficiency and effectiveness. Mr. Pratt also stated that he does not feel the teachers have the curriculum and resources they need to continue to teach at the high level that is expected of them. Finally, he would like to see the school do a better job in the future of analyzing and using students' academic data.

Business Manager / Clerk Interview

Joy Conn, Business Manager, participated in the interview. Ms. Conn is new to her position; she started at RHPCS in August 2013. Her position is part-time (20 hours per week). Ms. Conn's background is in the private sector; she was a manager with responsibilities for accounting, fundraising, and budgeting. She hasn't done significant training for her position yet; rather, she "jumped right in" and is learning as she goes. She looks at online resources and has reached out to another charter school business managers and the SDE's finance department when she has questions.

Ms. Conn feels that the school's finances are in better shape now, primarily because of the likelihood that the school's facility will be re-financed. Ms. Conn estimates that if financing through Building Hope is finalized, RHPCS's facility costs will decrease by at least $5,500 per month. Additionally, she noted that the re-financing process has helped her to identify ways in which the school needs to improve its financial processes and has led her to look closely at how funds are spent and where costs can be reduced.

Ms. Conn monitors RHPCS's finances regularly; she does deposits approximately weekly and reviews the bank account at least 2 to 3 times per week. She "frequently" pulls up the budget report to review revenues and expenditures and compare the percentages (received and spent) to what she expects. Ms. Conn provides the board with monthly financial reports.

Student Meeting

The PCSC staff member had the opportunity to meet with seven (7) of RHPCS's middle school students. When asked for open and honest feedback, students gave the following responses.

How can this school improve?

- We'd like to have more electives for middle school; also, if electives were at different times we'd have more flexibility to make more / better choices about which ones to take.

- We could follow our charter / Harbor more – right now, kids talk in the hallways.
- We'd like to have more activities, hands-on teaching, and projects (several students nodded or spoke in agreement to this).
- Sometimes we feel we get more homework than we can handle (some students felt it was fine) or maybe they could just tell us more in advance; sometimes we have no homework and sometimes we're pounded, so it could be more even; it would be nice to have more time in class to work on homework.
- Math instruction isn't as strong as we'd like (some students felt this, others disagreed).
- The dress code has become more lax with some teachers, and we think it should be consistent.
- More P.E. (or fitness or sports) that everyone can do, more regularly.
- Some of the assemblies could be shorter so we miss less class time.
- Lunch / recess feels a little short and breaks between classes also feel a little short- we could use more time(s) to go to our lockers.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 1
- Sort of / not so much (thumb to the middle): 5
- Definitely No (thumb down): 1

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- I feel academically challenged in a way that's good, but not too hard.
- Some classes challenge us; others are too easy.
- Some classes, I feel overloaded with homework.
- This is a good school, but not too hard for me, but they push me forward.

What do you like about going to school here?

- Everyone is nice and friendly.
- I feel safe here; it's a good environment; we know each other and are friends; it's like a family.
- There is no drama and no cliques; no popular / not popular kids; I feel accepted.
- This school is a safe haven for students with disabilities or other struggles; they are treated extra-special- people root them on and help them.

- I like the uniforms- they make it so students don't feel left out; the uniform trade-in box is convenient and helpful for kids whose families don't have a lot of money.
- You can bond with your teachers here.
- Teachers treat the middle school students like adults; they let us help and give us responsibility; they trust us.

Teacher Meeting

The PCSC staff member had the opportunity to meet with four (4) RHPCS teachers and staff. When asked for open and honest feedback, teachers gave the following responses:

How can RHPCS improve?

- We could have more structured programs for kids to participate in (plays, programs, etc.).
- Maybe integrating speech / public speaking early on so they get comfortable with it.
- Retention of staff – between getting better offers elsewhere and changes happening here (administration, expectations, etc.), this has been a bit of a challenge.
- More of an aligned curriculum- it's challenging right now with CCSS; we have multiple assessments (ECBM and state) and we're figuring out what curriculum and activities we're going to use (concept boards?) and there is some confusion; it feels like there is a lack of clear vision; we have a Curriculum Committee, but not enough time to meet / figure things out.
- Technology could improve (smart boards, etc.).
- With Title I, it would help if at the beginning of the school year all the Title I staff could be here before school starts to put a plan together for the year (go through curriculum, do training, and be prepared).
- We'd like to have art available for students.
- We think there should be phones in every room (for safety).
- The sinks that are plumbed on the outside of the building should be fixed or removed to stop flooding (we've had two rooms flooded in the last two years).

Describe your professional development. Is it effective? Do strategies and ideas leaned through professional development get applied?

- I feel we're on the same page more this year.
- It's not always applicable for everyone (ie. when specialists or aides sit-in on the training), but that's ok, because it's still good to know what's going on.
- It would be good to do more training on the Universal Design for Learning- it's integrated into everything and is crucial, but not everyone understands it or implements it.

- The school offers some reimbursement for us to do training externally if we take initiative; the administrator e-mails opportunities to us.
- It's good that there are some trainings that we've all done- that has added to our common language and understanding.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- We're working on strategies but do not have aligned curriculum (text books, etc.); everyone is doing what they think is best.

What is going well at RHPCS? What do you like about working here?

- Mr. Pratt sets a good example; he works hard and it motivates us; he's positive, approachable, and very upfront with us about where the school is (financially and otherwise); he communicates well and problem solves with staff; he's very supportive.
- In middle school, we're spending more time on the core subjects this year, which is great.
- This year, the staff feels very cohesive. We had a meeting at the beginning of the year to get to know each other and set expectations, and that helped; there is improved communication and collaboration.
- There is no uncertainty, contention, or fear this year (which we've had in the past).
- The connection between staff and students is strong; we all know all of them and their needs and the school and staff are doing our best to meet those needs.
- This is a close-knit community and safe, supportive place for students.
- The networking / relationship with the Sheriff's office has been cool; it makes everyone feel safe.
- The mass text feature is also useful for safety and communication.

Documents Review

Finances

The FY13 year-end and FY14 year-to-date finances were reviewed. Joy Conn, Business Manager, was available to answer questions. Based on the FY13 audit, the school had a single-year surplus of approximately $88,000 and ended FY13 with a carryover of over $119,000. The year-to-date finances seem to be tracking appropriately at this point, and per Ms. Conn, was developed to further increase the school's carryover. As of the site visit, the school is still facing a significant bubble payment on their loan in 2015. However, RHPCS is in the process of refinancing through Building Hope. If this financing is secured, RHPCS will have improved fiscal stability. Based on the perceived likelihood this will happen, the PCSC staff member does not have significant concerns about the school's finances at this time.

Special Education Files

Three (3) special education files were selected at random for review. Phil Schoenesee, Special Education Director, was available to answer questions. All IEPs were up-to-date, including clear accommodations and LRE documentation. Current eligibility reports and evidence of communication with parents and other agencies or schools were included in all files; progress reports were present in two (2) of three (3) files. The files were consistently well-organized and it appeared that all critical documentation was included. At this time, the PCSC staff member who conducted the visit does not have concerns about the reviewed files.

Classroom Observations

The PCSC staff member had the opportunity to visit eight (8) classrooms at RHPCS. At the day and time of the site visit, many (4 of 8) classes were testing, so only four (4) classes were observed during active teaching. Of these, one was a music class that was preparing for a program. Of the four (4) non-testing classes that were observed, students in two (2) classes were interacting with the teacher as a whole group; in the remaining two (2) classes, students were working in small groups or individually. Students in one (1) of these classes were identified as highly engaged (with virtually all students actively participating in the appropriate activity) and students in one (1) additional class were identified as engaged (with most students participating). In the remaining two classes (2), during part of the observation, students were identified as partially engaged during part of the observation, with some students participating and others socializing or speaking out of turn. In one of these classrooms, engagement and behavior management issues presented themselves when the class was transitioning from one activity to another, but were addressed by the teacher appropriately when the class moved onto a new activity (students were then considered engaged). In three (3) of four (4) classes, behavior management was unnecessary or effectively implemented by the teacher. Overall, the classroom observations, though limited, were quite positive.

Summary

Strengths

- Strong academics, as evidenced by the school's 4 Star Rating.
- Based on observations and staff feedback, staff / teacher morale seems to have improved significantly since the PCSC's last visit.
- Both the board and administrator report having a good working relationship and improved understanding / respect for appropriate division of roles and responsibilities.
- Students report feeling safe and supported at the school.

Challenges or Areas for Improvement

- Board training and evaluation could be improved .
- If the school is unable to secure facility refinancing as planned, it is likely the school's financial situation will remain tight as they approach the 2015 balloon payment.

- Based on administrator, teacher, and student feedback, the school could benefit from additional curriculum and resources to align to the CCSS and allow teachers to facilitated engaging, hands-on activities and projects.

Concerns

- The PCSC staff member who conducted the visit does not have any significant concerns about Rolling Hills Public Charter School at this time.

Possible Charter Amendments

- RHPCS reports that they may propose charter and / or bylaws amendments in the future, based on current work they are doing (curriculum mapping, policies, etc.) and the possibility of an additional advisory (non-voting) board position for a Building Hope representative (as requested by Building Hope if financing is finalized).

Recommendations

- PCSC staff recommends that the board and administrator consider working together to develop a cohesive board training and evaluation plan.
- PCSC staff recommends continued close financial monitoring and planning, particularly if the school does not secure facility refinancing.

Materials or Follow-up Requested of the School

No follow-up was requested of the school.

Rolling Hills Public Charter School
8900 N. Horseshoe Bend Road, Boise, Idaho 83714 208-939-5400

Tuesday, January 14, 2014

To: Public Charter School Commission
Re: Annual Update Report for Rolling Hills Public Charter School
From: Shane Pratt, Administrator

To the Public Charter School Commission,

Rolling Hills Public Charter School is moving a direction that is creating a positive and motivating learning environment. The school board hired a new administrator and the school is reviewing its direction to be more successful. The school's goal is to be a 5 star rated school. The Rolling Hills 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.

Positive changes have started to occur just within the first months of our new Administrator. Students are attending school more often with an average of 96-97% attendance. Teachers are communicating that the school culture has changed so that they can focus on their jobs. The staff is participating in committees that bridge the barriers between school board members and parents. It is a collaborative effort to work and get things done right for the learning of the students.

Rolling Hills financial future has been put on good footing with a partnership bringing Building Hope to Rolling Hills. We have reduced our debt load and have put together a financial plan to keep Rolling Hills solid. All past obligations have been satisfied and our land lease has been negotiated to a more responsible, fair agreement. The financial future looks good for Rolling Hills. Now we can market the school's mission, focus on student achievement, and promote greater enrollment.

The following documents will help to explain what has happened in this past year and give evidence that Rolling Hills is a top rated school, continuing in excellence.

Thank you,

Shane Pratt
Administrator

CHARTER SCHOOL DASHBOARD

Date: Wednesday, January 08, 2014

School Name: Rolling Hills Public Charter School

School Address: 8900 N. Horseshoe Bend Rd., Boise, Idaho 83714
School Phone: 208-939-5400
Current School Year: 2013-2014

School Mission: The Rolling Hills 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.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Scot Carley	Board Chair - 2014	Business Owner and Manager, Governance and Procedures of School Board	scotcarley@me.com	208-863-9337
Tina Roehr	Member- 2014	Certified teacher and media generalist, Curriculum and Technology	roehrt50@gmail.com	208-939-3725
Jonathan Giles	Member - 2014	Medical Doctor, Facilities, Budget and Management	giles@slhs.org	208-599-0482
Jeremy Evans	Member- 2015	Lawyer, Procedures and Policies	joevans3@gmail.com	208-887-8583
Jennifer Fears	Member- 2015	Small business owner, Marketing and Fundraising	MrsJenniferFears@gmail.com	208-939-2253
Carrie Riddick	Board Clerk	Bookkeeper	rhcclerk@gmail.com	208-724-1969

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	24	96.38	3	24	95.61
1	30	27	97.12	0	30	94.75
2	30	29	96.73	2	29	93.53
3	30	33	96.95	6	31	94.73
4	32	31	95.80	1	32	93.60
5	32	33	95.80	2	26	95.25
6	25	20	96.90	0	29	96.34
7	26	25	97.19	0	29	95.23
8	25	29	96.34	0	24	95.38
9						
10						
11						
12						
TOTAL	**254**	**251**	**96.55**	**14**	**254**	**94.86**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	5 / 1.9 %	3 / 1.1%	212 / 84.4%	1 / 0.4%	0	12 / 4.8%	94 / 37.4%	32 / 12.7%
Previous	6 / 2.3%	3 / 1.2%	228 / 89.1%	0	0	10 / 3.9%	88 / 34.5%	26 / 10.2%

FACULTY AND STAFF

Administrator Name(s): Shane Pratt
Administrator's Hire Date: April 1, 2013
Administrator Email(s): spratt@rhpcs.org

Current Classified Staff (# FTE): 7.5
Current Faculty (# FTE): 14.25 includes administrator

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No, it is not due until March.
Does your school currently have a school improvement status with the SDE? Yes
If yes, please specify your school's status (Focus, Priority): Continuous Improvement- Annual Measurable Objectives (AMOs) for our Math and Lang. Usage of Economically Disadvantaged students.

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Rolling Hills has experienced a change in Leadership and personnel. With the retirement of Dr. John Montgomery in March the School Board conducted an extensive search for a new administrator. Shane Pratt was hired and started his duties on April 1, 2013. This has proven to be a great help for the School, as he has injected a new level of energy into the position. His leadership skills and determination have brought the School to a new level of performance. We now have a competent, dedicated, involved administrator who has a vision for the school and who cares deeply about what is best for the students, the staff, and all stake holders.

Idaho Common Core curriculum has come to the classrooms and teachers are experiencing the transition. They are participating in more professional development activities to implement the common core. Mr. Pratt also began an intense campaign within the staff to encourage their continuing education and professional development. He spoke with each staff member and crafted definite goals and expectations.

Organization and Communication are two of the biggest changes that have changed the culture of the school. Mistrust, lack of communication, no structure or clear procedures led to contention that affected the climate of the school. Mr. Pratt stepped into a hornet's nest with the hornets already riled. In just a short amount of time the hornets have settled down and there is organization. Teachers say, "We have grown to be stronger as a staff, and are engaging in more academic dialogue than we have in the past because we have time and energy for those kinds of conversations. In the past, we were often distracted by just trying to keep our school afloat. We can now focus much more on doing our jobs well as educators."

Six committees have been formally formed with intent to have all stakeholders represented on the committee; Board member, school staff (teachers and support staff), and parents. The committees are Policy/Governance, Marketing and Enrollment, Technology, Facilities and Safety, Finance, and Professional Development. These committees encompass the majority of the work to be done and allow input from many others.

We have implemented a Breakfast program for our students in the morning. With a growing diverse population and need to provide adequate nutrition for our students, Mrs. Shubert started serving breakfast. We are averaging 40 students each morning for breakfast. This is also giving our parents options and they are happy with the program.

Please describe the greatest successes experienced by your school in the past year:

Rolling Hills was again recognized as a top performing school, receiving a 4 star rating from the State Department of Education. We achieved the rating by outperforming the state in Reading, Math and Language Usage. Students are performing well on the ISATs.

Rolling Hills was able to acquire our Performance Certificate with the PCSC. This was a collaborative effort and it reestablished the communication with the Charter Commission to our stakeholders. School Board members felt supported during the review and development of our Mission Specific goals. These goals are helping us drive our mission.

Refinancing Rolling Hills mortgage, renegotiating our outstanding debts and lease agreement has to be the best thing that could have happened for the school this year. This year, the School has successfully refinanced its loan obligations and all of its debt and lease obligations with the backing of the non-profit group Building Hope, a Charter School Facilities Fund. Building Hope was contacted by and on the sole initiative of Mr. Pratt, and he successfully developed a relationship that would allow us to benefit from their resources. This will have a major impact on our ability to run the School successfully and on budget for the next several years. Building Hope came into Idaho just prior to the refinance, which closed in December. We are the first Charter School in Idaho to have partnered with Building Hope to help financially.

Another great success is the evidence of a changed culture and focus on learning. Students are attending school at a 2% higher rate currently than last year. In the first 2 months of school our students sustained a 97% attendance rate, school wide. Parent volunteerism is sustained, our Parent/Teacher Faculty has become active again, and the site visits by both the State and PCSC have mentioned a positive learning atmosphere. Teachers have volunteered to assist in giving us an “after school” opportunity for students to participate in chess club and homework club. This has been successful and helping to accommodate parents that cannot pick up students at the regular end of the school day. This is also helping students to get their assignments turned in through the homework club.

Please describe any challenges you anticipate during the upcoming year:

I also see some challenges with Common Core and the required testing that comes with it. We will be using multiple measures to determine our progress, but the individual student state testing data will not be available. We will need to utilize other data points (easyCBM, language and math assessments) to measure our progress.

Continuing to move the curriculum to the Idaho Common Core will be a challenge, as we still need to be able to have up to date core curriculum for the Reading, Writing, Science, and Math. The school has not purchased new curriculum to keep up with the changing trends.

Our demographics of students are ever changing and our teaching strategies need to be able to adapt to the different learners. There are 5 students identified as homeless in our school now and last year there were none. Differentiated instruction is critical for meeting the needs of all students. We are challenged when the child is coming from a low socio-economic status (SES), from poverty or homelessness. There are strategies and trainings we must implement to meet their needs.

Being a school that serves students kindergarten to 8th grade we need to be preparing students and their parents for High School. Our partnership with Idaho Digital Learning Academy (IDLA) supports the higher students to get prepared for high school, receive high school credit and transition smoothly. For example, our Math class does not go to geometry and we have partnered with IDLA to have students take geometry through IDLA and get high school credit. It is a win-win situation for the student and parents approve of the partnership.

Marketing Rolling Hills Public Charter School is going to be imperative to meet the challenge of enrollment. We need to meet our capacity numbers and build a wait list that is going to sustain our enrollment. We have a three year plan to accomplish this with a formalized marketing and enrollment committee. During the transition of leadership the enrollment projection dipped only slightly. We were a few students below what we projected. The greatest difference occurred in the 6th grade class numbers. That is a difficult year to maintain consistent numbers, due to parents transitioning their child to “big public” middle school. In the spring there was an open house for recruitment of students to increase enrollment. The open house occurred at the same time of the transition of leadership and it helped with the transition.

Please add any additional information of which you would like to make your authorizer aware:

With our Terms and Agreement with the Building Hope loan, a non-voting seat will need to be made available for their oversight of the school and loan. I am currently working with legal counsel on the By Laws and any possible changes needing to be made. I have discussed with Alison Henken regarding this issue.

Rolling Hills will be marketing our school on a more consistent basis; in the media, social media, and within the community events throughout the year.

We are continuing our negotiations with our landlord to acquire the land and eliminate the lease. This will be an ongoing discussion and partnership with Building Hope. They will provide support for the negotiations and financial backing for the proposed land deal.

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

ROLLING HILLS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	290.00	290.00	-	290.00	0%	290.00	
416100 School Food Service	23,424.31	23,424.31	9,010.45	14,413.86	38%	23,424.31	
416200 Meal sales: non-reimbursable	1,059.85	1,059.85	-	1,059.85	0%	1,059.85	
416900 Other Food Sales	119.20	119.20	-	119.20	0%	119.20	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	650.00	650.00	332.92	317.08	51%	650.00	
417900 Other Student Revenue	3,500.00	3,500.00	1,092.61	2,407.39	31%	3,500.00	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	8,254.09	8,254.09	8,976.36	(722.27)	109%	8,254.09	
419900 Other Local Revenue	475,096.14	475,096.14	279,941.33	195,154.81	59%	475,096.14	
431100 Base Support Program	963,054.62	963,054.62	899,791.75	63,262.87	93%	963,054.62	
431200 Transportation Support	-	-	-	-		-	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	91,635.98	91,635.98	-	91,635.98	0%	91,635.98	
431900 Other State Support	-	-	-	-		-	
437000 Lottery / Addtl State Maintenance	-	-	-	-		-	
439000 Other State Revenue	79,166.73	79,166.73	2.38	79,164.35	0%	79,166.73	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	49,001.00	49,001.00	8,140.99	40,860.01	17%	49,001.00	
445500 Child Nutrition Reimbursement	30,702.00	30,702.00	12,246.08	18,455.92	40%	30,702.00	
445600 Title VI-B IDEA	46,664.00	46,664.00	6,928.22	39,735.78	15%	46,664.00	
445900 Other Indirect Restricted Federal	8,193.00	8,193.00	590.20	7,602.80	7%	8,193.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	2,500.00	2,500.00	-	2,500.00	0%	2,500.00	
TOTAL REVENUE	**$1,783,310.92**	**$1,783,310.92**	**$1,227,053.29**	**$556,257.63**	**69%**	**$1,783,310.92**	

February 13, 2014

ROLLING HILLS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	725,073.23	719,380.23	373,157.94	346,222.29	52%	719,670.85	
200 EMPLOYEE BENEFITS	158,388.40	158,388.40	78,956.55	79,431.85	50%	158,388.40	
300 PURCHASED SERVICES	140,769.66	62,013.66	71,404.37	(9,390.71)	115%	140,519.66	
400 SUPPLIES	489,111.77	493,506.95	264,324.81	229,182.14	54%	493,506.95	
500 CAPITAL OUTLAY	5,744.44	5,744.44	426.33	5,318.11	7%	5,744.44	
600 DEBT RETIREMENT	226,843.54	226,843.54	119,296.00	107,547.54	53%	226,843.54	
700 INSURANCE	13,118.00	13,566.00	11,888.00	1,678.00	88%	13,566.00	
920000 TRANSFERS OUT	2,500.00	2,500.00	-	2,500.00	0%	2,500.00	
TOTAL EXPENDITURES	**$1,761,549.04**	**$1,681,943.22**	**$919,454.00**	**$762,489.22**	**55%**	**$1,760,739.84**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$21,761.88**	**$101,367.70**	**$307,599.29**			**$22,571.08**	
TOTAL BEGINNING BALANCE (All Funds)	**$27,586.61**	**$119,399.16**	**$119,399.16**			**$119,399.16**	
TOTAL CHANGES (All Funds)	**$21,761.88**	**$101,367.70**	**$307,599.29**			**$22,571.08**	
ENDING BALANCE (All Funds)	**$49,348.49**	**$220,766.86**	**$426,998.45**			**$141,970.24**	

ROLLING HILLS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$6,130.36	$67,322.62	$67,322.62			$67,322.62	
100 Changes in Fund Balance	$32,879.45	$112,485.45	$353,586.70			$33,979.45	
100 Ending Fund Balance	$39,009.81	$179,808.07	$420,909.32			$101,302.07	
23x Beginning Fund Balance	$4,486.83	$4,888.20	$4,888.20			$4,888.20	
23x Changes in Fund Balance	($11,674.44)	($11,674.62)	($6,520.18)			($11,674.62)	
23x Ending Fund Balance	($7,187.61)	($6,786.42)	($1,631.98)			($6,786.42)	
251 Beginning Fund Balance	$11,361.62	$2,942.16	$2,942.16			$2,942.16	
251 Changes in Fund Balance	($3,155.92)	($3,155.92)	($13,674.99)			($3,155.92)	
251 Ending Fund Balance	$8,205.70	($213.76)	($10,732.83)			($213.76)	
257 Beginning Fund Balance	$0.00	$1,238.82	$1,238.82			$1,238.82	
257 Changes in Fund Balance	($0.65)	($0.65)	($20,589.31)			($0.65)	
257 Ending Fund Balance	($0.65)	$1,238.17	($19,350.49)			$1,238.17	
271 Beginning Fund Balance	$2,399.80	$3,522.78	$3,522.78			$3,522.78	
271 Changes in Fund Balance	($2,117.75)	($2,117.75)	($2,868.33)			($2,117.75)	
271 Ending Fund Balance	$282.05	$1,405.03	$654.45			$1,405.03	
27X-28X Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
27X-28X Fed Changes in Fund Balance	$0.00	$0.00	($276.81)			($290.62)	
27X-28X Ending Fund Balance	$0.00	$0.00	($276.81)			($290.62)	
290 Beginning Fund Balance	$3,208.00	$1,465.58	$1,465.58			$1,465.58	
290 Changes in Fund Balance	$5,831.19	$5,831.19	($2,057.79)			$5,831.19	
290 Ending Fund Balance	$9,039.19	$7,296.77	($592.21)			$7,296.77	

February 13, 2014

ROLLING HILLS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition	-	-	-	-		-	
100.415000	Earnings on Investments	290.00	290.00	-	290.00	0%	290.00	
100.417100	Admissions / Activities	-	-	-	-		-	
100.417200	Bookstore Sales	-	-	-	-		-	
100.417300	Clubs / Organization Dues, etc.	-	-	-	-		-	
100.417400	School Fees & Charges	650.00	650.00	332.92	317.08	51%	650.00	
100.417900	Other Student Revenue	3,500.00	3,500.00	1,092.61	2,407.39	31%	3,500.00	
100.419100	Rentals	-	-	-	-		-	
100.419200	Contributions/Donations	3,719.97	3,719.97	5,589.19	(1,869.22)	150%	3,719.97	
100.419900	Other Local Revenue	475,096.14	475,096.14	279,941.33	195,154.81	59%	475,096.14	100.419900-Other Local & 100.419970-Medicaid
100.431100	Base Support	963,054.62	963,054.62	899,791.75	63,262.87	93%	963,054.62	
100.431200	Transportation Support	-	-	-	-		-	
100.431400	Exceptional Child Support	-	-	-	-		-	
100.431600	Tuition Equivalency	-	-	-	-		-	
100.431800	Benefit Apportionment	91,635.98	91,635.98	-	91,635.98	0%	91,635.98	
100.431900	Other State Support	-	-	-	-	#DIV/0!	-	
100.437000	Lottery / Addtl State Maintenance	-	-	-	-	#DIV/0!	-	
100.439000	Other State Revenue	79,166.73	79,166.73	2.38	79,164.35	0%	79,166.73	
100.442000	Indirect Unrestricted Federal	-	-	-	-		-	
100.443000	Direct Restricted Federal	-	-	-	-		-	
100.445900	Other Indirect Restricted Federal	-	-	-	-		-	
100.460000	Transfers In	2,500.00	2,500.00	-	2,500.00	0%	2,500.00	
TOTAL GENERAL FUND REVENUES		$1,619,613.44	$1,619,613.44	$1,186,750.18	432,863.26	73%	$1,619,613.44	
EXPENDITURES								
100.512100	Elementary Salaries	373,364.13	373,364.13	196,987.27	176,376.86	53%	373,364.13	
100.512200	Elementary Benefits	79,484.27	79,484.27	41,104.31	38,379.96	52%	79,484.27	
100.512300	Elementary Purchased Services	10,562.88	10,562.88	5,272.00	5,290.88	50%	10,562.88	
100.512400	Elementary Supplies	440,892.00	441,317.00	238,398.65	202,918.35	54%	441,317.00	
100.512500	Elementary Capital Outlay	135.00	135.00	-	135.00	0%	135.00	
100.512600	Elementary Debt Retirement	-	-	-	-		-	
100.512700	Elementary Insurance	-	-	-	-		-	

ROLLING HILLS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.515100	Secondary Salaries	125,171.62	125,171.62	61,168.58	64,003.04	49%	125,171.62	
100.515200	Secondary Benefits	28,631.63	28,631.63	14,797.46	13,834.17	52%	28,631.63	
100.515300	Secondary Purchased Services	150.00	150.00	-	150.00	0%	150.00	
100.515400	Secondary Supplies	1,655.00	1,875.00	730.50	1,144.50	39%	1,875.00	
100.515500	Secondary Capital Outlay	399.98	399.98	-	399.98	0%	399.98	
100.515600	Secondary Debt Retirement	-	-	-	-		-	
100.515700	Secondary Insurance	-	-	-	-		-	
100.521100	Exceptional Child Salaries	-	-	-	-		-	
100.521200	Exceptional Child Benefits	-	-	-	-		-	
100.521300	Exceptional Child Purchased Services	14,500.00	14,500.00	14,500.00	-	100%	14,500.00	
100.521400	Exceptional Child Supplies	-	-	-	-		-	
100.521500	Exceptional Child Capital Outlay	-	-	-	-		-	
100.521600	Exceptional Child Debt Retirement	-	-	-	-		-	
100.521700	Exceptional Child Insurance	-	-	-	-		-	
Subtotals:	**Instruction**	1,074,946.51	1,075,591.51	572,958.77	502,632.74	53%	1,075,591.51	
100.621100	Instruction Improvement Salaries	4,550.00	4,550.00	-	4,550.00	0%	4,550.00	
100.621200	Instruction Improvement Benefits	901.36	901.36	-	901.36	0%	901.36	
100.621300	Instruction Improvement Purchased Services	4,948.68	5,448.68	750.00	4,698.68	14%	5,448.68	
100.621400	Instruction Improvement Supplies	-	-	-	-		-	
100.621500	Instruction Improvement Capital Outlay	-	-	-	-		-	
100.621600	Instruction Improvement Debt Retirement	-	-	-	-		-	
100.621700	Instruction Improvement Insurance	-	-	-	-		-	
100.623100	Instruction-Related Technology Salaries	14,658.59	8,965.59	1,250.00	7,715.59	14%	8,965.59	
100.623200	Instruction-Related Technology Benefits	2,814.45	2,814.45	251.62	2,562.83	9%	2,814.45	
100.623300	Instruction-Related Technology Purchased Services	6,620.00	6,620.00	33.30	6,586.70	1%	6,620.00	
100.623400	Instruction-Related Technology Supplies	-	-	110.93	(110.93)		-	
100.623500	Instruction-Related Technology Capital Outlay	-	-	-	-		-	
100.623600	Instruction-Related Technology Debt Retirement	-	-	-	-		-	
100.623700	Instruction-Related Technology Insurance	-	-	-	-		-	
100.631100	Board of Education Program Salaries	-	-	-	-		-	
100.631200	Board of Education Program Benefits	-	-	-	-		-	
100.631300	Board of Education Program Purchased Services	8,871.10	8,871.10	8,693.80	177.30	98%	8,871.10	
100.631400	Board of Education Program Supplies	-	-	-	-		-	
100.631500	Board of Education Program Capital Outlay	-	-	-	-		-	
100.631600	Board of Education Program Debt Retirement	-	-	-	-		-	
100.631700	Board of Education Program Insurance	2,616.00	2,731.00	2,731.00	-	100%	2,731.00	

ROLLING HILLS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.632100	District Administration Program Salaries	105,499.97	105,499.97	55,927.99	49,571.98	53%	105,499.97	
100.632200	District Administration Program Benefits	24,446.91	24,446.91	12,489.36	11,957.55	51%	24,446.91	
100.632300	District Administration Program Purchased Services	1,470.00	1,470.00	1,410.00	60.00	96%	1,470.00	
100.632400	District Administration Program Supplies	4,803.24	7,803.24	5,995.61	1,807.63	77%	7,803.24	
100.632500	District Administration Program Capital Outlay	209.46	209.46	-	209.46	0%	209.46	
100.632600	District Administration Program Debt Retirement	80.13	80.13	-	80.13	0%	80.13	
100.632700	District Administration Program Insurance	-		-	-		-	
100.661100	Buildings - Care Program Salaries	-	-	-	-		-	
100.661200	Buildings - Care Program Benefits	-	-	-	-		-	
100.661300	Buildings - Care Program Purchased Services	77,501.00		38,021.43	(38,021.43)		77,501.00	
100.661400	Buildings - Care Program Supplies	2,800.00	2,800.00	299.27	2,500.73	11%	2,800.00	
100.661500	Buildings - Care Program Capital Outlay	-	-	-	-		-	
100.661600	Buildings - Care Program Debt Retirement	-	-	-	-		-	
100.661700	Buildings - Care Program Insurance	10,502.00	10,835.00	9,157.00	1,678.00	85%	10,835.00	
100.664100	Maintenance - Student Occupied Salaries	-	-	-	-		-	
100.664200	Maintenance - Student Occupied Benefits	-	-	-	-		-	
100.664300	Maintenance - Student Occupied Purchased Services	4,835.00	4,835.00	1,506.40	3,328.60	31%	4,835.00	
100.664400	Maintenance - Student Occupied Supplies	-	-	-	-		-	
100.664500	Maintenance - Student Occupied Capital Outlay	-	-	-	-		-	
100.664600	Maintenance - Student Occupied Debt Retirement	-	-	-	-		-	
100.664700	Maintenance - Student Occupied Insurance	-	-	-	-		-	
		-	-	-			-	
100.665100	Maintenance - Grounds Salaries	-	-	-	-		-	
100.665200	Maintenance - Grounds Benefits	-	-	-	-		-	
100.665300	Maintenance - Grounds Purchased Services	-	-	-	-		-	
100.665400	Maintenance - Grounds Supplies	3,277.00	3,277.00	1,510.00	1,767.00	46%	3,277.00	
100.665500	Maintenance - Grounds Capital Outlay	-	-	-	-		-	
100.665600	Maintenance - Grounds Debt Retirement	-	-	-	-		-	
100.665700	Maintenance - Grounds Capital Insurance	-	-	-	-		-	
100.681100	Pupil-to-School Transportation Salaries	-	-	-	-		-	
100.681200	Pupil-to-School Transportation Benefits	-	-	-	-		-	
100.681300	Pupil-to-School Transportation Purchased Services	2,450.00	1,445.00	-	1,445.00	0%	2,450.00	
100.681400	Pupil-to-School Transportation Supplies	-	-	-	-		-	
100.681500	Pupil-to-School Transportation Capital Outlay	-	-	-	-		-	
100.681600	Pupil-to-School Transportation Debt Retirement	-	-	-	-		-	
100.681700	Pupil-to-School Transportation Insurance	-	-	-	-		-	
Subtotals:	**Support Services**	283,854.89	203,603.89	140,137.71	63,466.18	69%	282,109.89	

ROLLING HILLS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.710100	Child Nutrition Salaries	-	-	-	-		-	
100.710200	Child Nutrition Benefits	1,169.18	1,169.18	771.00	398.18	66%	1,169.18	
100.710300	Child Nutrition Purchased Services	-	-	-	-		-	
100.710400	Child Nutirition Supplies	-	-	-	-		-	
100.710500	Child Nutrition Capital Outlay	-	-	-	-		-	
100.710600	Child Nutrition Debt Retirement	-	-	-	-		-	
100.710700	Child Nutrition Insurance	-	-	-	-		-	
100.911500	Principal Capital Outlay	-	-	-	-		-	
100.911600	Principal Debt Retirement	69,979.15	69,979.15	-	69,979.15	0%	69,979.15	
100.912500	Interest Capital Outlay	-	-	-	-		-	
100.912600	Interest Debt Retirement	156,784.26	156,784.26	119,296.00	37,488.26	76%	156,784.26	
100.913500	Refunded Debt Capital Outlay	-	-	-	-		-	
100.913600	Refunded Debt - Debt Retirement	-	-	-	-		-	
Subtotals:	**Non-Instruction**	227,932.59	227,932.59	120,067.00	107,865.59	53%	227,932.59	
100.920000	Transfers Out	-	-	-	-			
100.950000	Contingency Reserve	-	-	-	-			
Subtotals:	**Other**	-	-	-	-		-	
TOTAL GENERAL FUND EXPENDITURES		$1,586,733.99	$1,507,127.99	$833,163.48	$673,964.51	55%	$1,585,633.99	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$32,879.45**	**$112,485.45**	**$353,586.70**			**$33,979.45**	
	BEGINNING FUND BALANCE (July 1, 2013)	$6,130.36	$67,322.62	$67,322.62			$67,322.62	
	CHANGES IN FUND BALANCE	$32,879.45	$112,485.45	$353,586.70			$33,979.45	
	ENDING FUND BALANCE AS OF __12/31/13_____	**$39,009.81**	**$179,808.07**	**$420,909.32**			**$101,302.07**	

February 13, 2014

ROLLING HILLS PUBLIC CHARTER SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
23X.419200	Contributions/Donations	4,534.12	4,534.12	3,387.17	1,146.95	75%	4,534.12	
23X.419900	Other Local Revenue	-	-	-	-		-	
23X.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUE		$4,534.12	$4,534.12	$3,387.17	$1,146.95	75%	$4,534.12	
EXPENDITURES								
23X.512100	Elementary Salaries	8,643.26	8,643.26	4,416.74	4,226.52	51%	8,643.26	
23X.512200	Elementary Benefits	1,659.51	1,659.51	722.38	937.13	44%	1,659.51	
23X.512300	Elementary Purchased Services	1,970.00	1,220.00	275.00	945.00	23%	1,220.00	
23X.512400	Elementary Supplies	3,935.79	4,685.97	4,493.23	192.74	96%	4,685.97	
23X.512500	Elementary Capital Outlay	-	-	-	-		-	
23X.512600	Elementary Debt Retirement	-	-	-	-		-	
23X.512700	Elementary Insurance	-	-	-	-		-	
23X.920000	Transfers Out	-	-	-	-		-	
TOTAL FUND EXPENDITURES		$16,208.56	$16,208.74	$9,907.35	$6,301.39	61%	$16,208.74	
TOTAL FUND REVENUES OVER EXPENDITURES		**($11,674.44)**	**($11,674.62)**	**($6,520.18)**			**($11,674.62)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$4,486.83	$4,888.20	$4,888.20			$4,888.20	
	CHANGES IN FUND BALANCE	($11,674.44)	($11,674.62)	($6,520.18)			($11,674.62)	
	ENDING FUND BALANCE AS OF __12/31/13____	**($7,187.61)**	**($6,786.42)**	**($1,631.98)**			**($6,786.42)**	

February 13, 2014

ROLLING HILLS PUBLIC CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal	-	-	-	-		-	
251.445100	Title I - ESEA	49,001.00	49,001.00	8,140.99	40,860.01	17%	49,001.00	
251.445900	Other Indirect Restricted Federal	-	-	-	-		-	
251.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUE		$49,001.00	$49,001.00	$8,140.99	$40,860.01	17%	$49,001.00	
EXPENDITURES								
251.512100	Elementary Salaries	37,534.92	37,534.92	18,726.97	18,807.95	50%	37,534.92	
251.512200	Elementary Benefits	9,267.00	9,267.00	2,656.32	6,610.68	29%	9,267.00	
251.512300	Elementary Purchased Services	355.00	355.00	217.44	137.56	61%	355.00	
251.512400	Elementary Supplies	5,000.00	5,000.00	215.25	4,784.75	4%	5,000.00	
251.512500	Elementary Capital Outlay	-	-	-	-		-	
251.512600	Elementary Debt Retirement	-	-	-	-		-	
251.512700	Elementary Insurance	-	-	-	-		-	
251.920000	Transfers Out	-	-	-	-		-	
TOTAL FUND EXPENDITURES		$52,156.92	$52,156.92	$21,815.98	$30,340.94	42%	$52,156.92	
TOTAL FUND REVENUE OVER EXPENDITURES		**($3,155.92)**	**($3,155.92)**	**($13,674.99)**			**($3,155.92)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$11,361.62	$2,942.16	$2,942.16			$2,942.16	
	CHANGES IN FUND BALANCE	($3,155.92)	($3,155.92)	($13,674.99)			($3,155.92)	
	ENDING FUND BALANCE AS OF __12/31/13____	**$8,205.70**	**($213.76)**	**($10,732.83)**			**($213.76)**	

ROLLING HILLS PUBLIC CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal	-			-		-	
257.445600	Title VI-B IDEA Federal Revenue	46,664.00	46,664.00	6,928.22	39,735.78	15%	46,664.00	
257.445900	Other Indirect Restricted Federal	-	-	-	-		-	
257.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$46,664.00	$46,664.00	$6,928.22	$39,735.78	15%	$46,664.00	
EXPENDITURES								
257.512100	Elementary Salaries	38,786.00	38,786.00	23,030.17	15,755.83	59%	38,786.00	
257.512200	Elementary Benefits	7,446.91	7,446.91	4,372.06	3,074.85	59%	7,446.91	
257.512300	Elementary Purchased Services	-	-	-	-		-	
257.512400	Elementary Supplies	431.74	431.74	115.30	316.44	27%	431.74	
257.512500	Elementary Capital Outlay	-	-	-	-		-	
257.512600	Elementary Debt Retirement	-	-	-	-		-	
257.512700	Elementary Insurance	-	-	-	-		-	
257.920000	Transfers Out	-	-	-	-	#DIV/0!	-	
TOTAL FUND EXPENDITURES		$46,664.65	$46,664.65	$27,517.53	$19,147.12	59%	$46,664.65	
TOTAL FUND REVENUES OVER EXPENDITURES		**($0.65)**	**($0.65)**	**($20,589.31)**			**($0.65)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$1,238.82	$1,238.82			$1,238.82	
	CHANGES IN FUND BALANCE	($0.65)	($0.65)	($20,589.31)			($0.65)	
	ENDING FUND BALANCE AS OF __12/31/13_____	**($0.65)**	**$1,238.17**	**($19,350.49)**			**$1,238.17**	

ROLLING HILLS PUBLIC CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal	-	-	-	-		-	
271.445900	Other Indirect Restricted Federal	8,193.00	8,193.00	590.20	7,602.80	7%	8,193.00	
271.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$8,193.00	$8,193.00	$590.20	$7,602.80	7%	$8,193.00	
EXPENDITURES								
271.621100	Instruction Improvement Salaries	3,166.74	3,166.74	1,566.23	1,600.51	49%	3,166.74	
271.621200	Instruction Improvement Benefits	608.01	608.01	262.30	345.71	43%	608.01	
271.621300	Instruction Improvement Purchased Services	6,536.00	6,536.00	725.00	5,811.00	11%	6,536.00	
271.621400	Instruction Improvement Supplies	-	-	905.00	(905.00)		-	
271.621500	Instruction Improvement Capital Outlay	-	-	-	-		-	
271.621600	Instruction Improvement Debt Retirement	-	-	-	-		-	
271.621700	Instruction Improvement Insurance	-	-	-	-		-	
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$10,310.75	$10,310.75	$3,458.53	$6,852.22	34%	$10,310.75	
TOTAL FUND REVENUES OVER EXPENDITURES		**($2,117.75)**	**($2,117.75)**	**($2,868.33)**			**($2,117.75)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$2,399.80	$3,522.78	$3,522.78			$3,522.78	
	CHANGES IN FUND BALANCE	($2,117.75)	($2,117.75)	($2,868.33)			($2,117.75)	
	ENDING FUND BALANCE AS OF __12/31/13_____	**$282.05**	**$1,405.03**	**$654.45**			**$1,405.03**	

ROLLING HILLS PUBLIC CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
2XX.442000	Indirect Unrestricted Federal	-	-	-	-			
2XX.443000	Direct Restricted Federal	-	-	-	-			
2XX.445900	Other Indirect Restricted Federal	-	-	-	-			
271.460000	Transfers In	-	-	-	-			
TOTAL FUND REVENUES		$0.00	$0.00	$0.00	$0.00	0%	$0.00	
EXPENDITURES								
2XX.512100	Elementary Salaries	-	-	290.62	(290.62)		290.62	
2XX.512200	Elementary Benefits	-	-	(13.81)	13.81			
2XX.512300	Elementary Purchased Services	-	-	-	-			
2XX.512400	Elementary Supplies	-	-	-	-			
2XX.512500	Elementary Capital Outlay	-	-	-	-			
2XX.512600	Elementary Debt Retirement	-	-	-	-			
2XX.512700	Elementary Insurance	-	-	-	-			
2XX.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$0.00	$0.00	$276.81	($276.81)		$290.62	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($276.81)**			**($290.62)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($276.81)			($290.62)	
	ENDING FUND BALANCE AS OF __12/31/13_____	**$0.00**	**$0.00**	**($276.81)**			**($290.62)**	

February 13, 2014

ROLLING HILLS PUBLIC CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	23,424.31	23,424.31	9,010.45	14,413.86	38%	23,424.31	
290.416200	Meal sales: non-reimbursable	1,059.85	1,059.85	-	1,059.85	0%	1,059.85	
290.416900	Other Food Sales	119.20	119.20	-	119.20	0%	119.20	
290.443000	Direct Restricted Federal	-	-	-	-		-	
290.445500	Child Nutrition Reimbursement	30,702.00	30,702.00	12,246.08	18,455.92	40%	30,702.00	
290.445900	Other Indirect Restricted Federal	-	-	-	-		-	
290.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$55,305.36	$55,305.36	$21,256.53	$34,048.83	38%	$55,305.36	
EXPENDITURES								
290.710100	Food Service Salaries	13,698.00	13,698.00	9,793.37	3,904.63	71%	13,698.00	
290.710200	Food Service Benefits	1,959.17	1,959.17	1,543.55	415.62	79%	1,959.17	
290.710300	Food Service Purchased Services	-	-	-	-		-	
290.710400	Food Service Supplies	26,317.00	26,317.00	11,551.07	14,765.93	44%	26,317.00	
290.710500	Food Service Capital Outlay	5,000.00	5,000.00	426.33	4,573.67	9%	5,000.00	
290.710600	Food Service Debt Retirement	-	-	-	-		-	
290.710700	Food Service Insurance	-	-	-	-		-	
290.920000	Transfers Out	2,500.00	2,500.00	-	2,500.00	0%	2,500.00	
TOTAL FUND EXPENDITURES		$49,474.17	$49,474.17	$23,314.32	$26,159.85	47%	$49,474.17	
TOTAL FUND REVENUES OVER EXPENDITURES		**$5,831.19**	**$5,831.19**	**($2,057.79)**			**$5,831.19**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$3,208.00	$1,465.58	$1,465.58			$1,465.58	
	CHANGES IN FUND BALANCE	$5,831.19	$5,831.19	($2,057.79)			$5,831.19	
	ENDING FUND BALANCE AS OF __12/31/13____	**$9,039.19**	**$7,296.77**	**($592.21)**			**$7,296.77**	

February 13, 2014

ROLLING HILLS PUBLIC CHARTER SCHOOL --- FUND 400 (Capital Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
400.451000	Proceeds	-	-	-	-		-	
400.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$0.00	$0.00	$0.00	$0.00		$0.00	
EXPENDITURES								
400.810300	Capital Assets - Student Occupied Purchased Services	-	-	-	-		-	
400.810400	Capital Assets - Student Occupied Supplies	-	-	-	-		-	
400.810500	Capital Assets - Student Occupied Capital Outlay	-	-	-	-		-	
400.811300	Capital Assets - Non-Student Occupied Purchased Services	-	-	-	-		-	
400.811400	Capital Assets - Non-Student Occupied Supplies	-	-	-	-		-	
400.811500	Capital Assets - Non-Student Occupied Capital Outlay	-	-	-	-		-	
400.920000	Transfers Out	-	-	-	-		-	
TOTAL FUND EXPENDITURES		$0.00	$0.00	$0.00	$0.00		$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$0.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$38,019.00	$38,019.00			$38,019.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$0.00			$0.00	
	ENDING FUND BALANCE AS OF __12/31/13_____	**$0.00**	**$38,019.00**	**$38,019.00**			**$38,019.00**	

SUBJECT

Heritage Community Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(C)(3)

BACKGROUND

Heritage Community (HCCS) is a public charter school approved by the Public Charter School Commission (PCSC) and located in Caldwell since 2011. HCCS currently serves 490 students in grades K-8.

DISCUSSION

HCCS will provide an update on the status of the school.

After receiving a 2011-2012 Star Rating of 2 out of 5, HCCS's standardized test results improved significantly; the school received a 2012-2013 Star Rating of 4 out of 5. HCCS received 3 or 4 points (out of 5) on all proficiency and growth measures included in the Star Rating. The school is in year two of a three-year Rapid Improvement Plan with the State Department of Education (SDE) and is still working toward meeting all Annual Measurable Objectives (AMO) for Hispanic / Latino and economically disadvantaged students.

During a PCSC staff site visit, HCCS's administrator and business manager communicated that HCCS is projected to end FY14 with a deficit of approximately $45,000. The school's financial challenges began in FY12 when the SDE overpaid HCCS and funds had to be repaid. The difficulty was compounded by errors in FY13 budget development under a previous administration, as well as inadequate financial information and training for the new administration team during the staff transition. Consequently, HCCS had to pay two months of FY13 payroll with FY14 funds.

Enrollment did not increase from FY13 to FY14 as anticipated, resulting in less state revenue than anticipated and further contributing to the projected FY14 deficit.

HCCS's most significant, long-term financial challenge is that their facility lease agreement requires cumbersome monthly payments. In FY13, the lease was adjusted for the FY13 and FY14 years and frozen so that payments would not increase annually as scheduled. For FY14, the school budgeted $490,900 for the lease, but will only be required to pay $460,000. However, unless HCCS is able to negotiate additional concessions with the building's owner, the school will be back on their prescribed payments in FY15, and the payments will increase each year.

Though the school expects cash to be tight in April and August 2014, it anticipates that adequate cash will be available through the current fiscal year.

However, the unsustainable nature of the facility lease leaves the school's financial future uncertain.

IMPACT

Pursuant to I.C. §33-5209(C)(3), if the PCSC "has reason to believe that a public charter school cannot remain fiscally sound for the remainder of its certificate term, it shall provide the State Department of Education with written notification of such concern." The SDE may, upon receipt of this notification, modify the school's payment schedule such that the payments are equal rather than weighed toward the beginning of the school year, thereby protecting taxpayer interests in the event of a mid-year closure. HCCS's performance certificate term continues through June 2018.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to the SDE written notice of concern regarding Heritage Community Charter School's ability to remain fiscally sound for the remainder of its certificate term. HCCS has responded graciously to advisement of the possibility that this letter will be issued.

COMMISSION ACTION

A motion to direct staff to provide the SDE with written notice of concern that the PCSC has reason to believe that Heritage Community Charter School cannot remain fiscally sound for the remainder of its certificate term.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Public Charter School Commission
Site Visit Report

School	Heritage Community Charter School (HCCS)
Address	1803 East Ustick Road, Caldwell, ID 83605
Date of Site Visit	November 13, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Robb MacDonald, Board Chair Tamara Strikwerda, Member
Administrator(s) Interviewed	Javier Castaneda, Executive Director
Business Manager / Clerk Interviewed	Elizabeth Moore, Business Manager
Other Stakeholder(s) Interviewed	Teachers (5)

Board Member(s) Interview

Robb MacDonald, Board Chair, and Tamara Strikwerda participated in the interview. Though priorities have shifted slightly as a result of the board and administration's desire for the school to make continuous improvements, the members communicated the board's continued commitment to the school's mission and vision, including the classical curriculum, core knowledge sequence, and dual language program.

The board reports having a strong relationship with the school's administrator, Javier Castaneda. They are grateful for him and the good ideas and guidance he has brought to the school. They feel the board and administrator have open, honest conversation. In the past year, the board has worked with Mr. Castaneda to ensure that the division of roles and responsibilities are appropriate. The board governs and oversees finances and contracts, while they trust Mr. Castaneda to make day-to-day decisions.

In 2012-2013, the board did regular board trainings at each meeting. They haven't done as much recently but still have it as an agenda item. The board participated in an ISBA training in spring 2013, and is currently discussing having a retreat to do more in-depth strategic planning. The board filled out self-evaluations (individually) after the ISBA training, but has not discussed them as a group. They are considering doing a formal board self-evaluation as a part of the possible retreat.

Finances are the board's primary concern at this time. HCCS ended FY13 with a considerable deficit, and thus, had to cover some FY13 costs with FY14 funds. The board recognizes that finances will be very tight through FY14, and they are working to identify ways to cut costs. They are open to ideas and assistance and asked for recommendations from the PCSC staff member. The PCSC staff member informed the board of strategies that other schools have used when in similar circumstances, including reducing large costs such as transportation (by re-working bus routes and reducing stops) and increasing enrollment, and thus revenue, through positive marketing and PR efforts. The board and PCSC staff also discussed the acute need for the board to renegotiate the school's lease so the payments will be more manageable for the school. Though not an immediate option, the board is still hoping and planning to raise funds and/or bond to purchase the facility, ideally within the next few years.

The board does not have any other significant concerns for the school. HCCS is improving and things are going well, and the board and administration are working together to continue to make the school better.

Administrator(s) Interview

Javier Castaneda, Executive Director, participated in the interview. Mr. Castaneda began in his current position in July 2012. When he came to HCCS, there were quite a few changes he wanted to make, and he found the board and staff to be very receptive. He believes the leadership team has worked very hard to make improvements and their efforts have paid off; the school has seen real academic growth from the students. There have been quite a few process changes in order to increase efficiency, support teachers, and strengthen instruction.

Mr. Castaneda describes his relationship with the board as solid; their interactions are upbeat and professional. Communication between the board and administrative is honest and direct. Mr. Castaneda stated that if they need to have a hard discussion, they do it, and then they move on in a healthy manner. He believes that the training the board participated in last year (going through the Carpenter book and doing a training with the ISBA) helped them define the divisions of roles and responsibilities and find a good balance. The board focuses on vision and policy and lets Mr. Castaneda implement it.

Mr. Castaneda measures success at HCCS by analyzing student performance on assessments, both external (standardized, etc.) and internal. He also gives significant consideration to survey results from students, staff and parents.

Last year and this fall, HCCS did curriculum maps to ensure that the school's Core Knowledge sequence is aligned to the Common Core State Standards (CCSS). Mr. Castaneda noted that while they are not fully done making adjustments, they are well on their way. They are trying to be as prepared for the transition to the Smarter Balanced Assessment (SBA) as possible; Mr. Castaneda has scheduled professional development for this year to help teachers feel more informed about the test.

When asked about areas of concern, Mr. Castaneda said he believes that HCCS is headed in the right direction operationally and academically, but finances are very tight. During the FY13 financial audit process, some accounting adjustments had to be made and it became clear that the school was not as fiscally stable as they had believed. These issues began in FY12 and were compounded by the school's transition to a new Executive Director and Business Manager in late summer 2013, since the previous administration created the school's FY13 budget. HCCS ended FY13 with a deficit and had to cover two months of FY13 payroll out of FY14 revenue. As a result, Mr. Castaneda and the school's Business Manager, Elizabeth Moore, are working together to identify ways to reduce costs and are only allowing critical spending.

Business Manager / Clerk Interview

Elizabeth Moore, Business Manager, participated in an interview regarding the school's finances. Elizabeth began her position at HCCS in late summer 2013. Ms. Moore provided additional detail about the sources of the school's current financial challenges. In FY12, the SDE overpaid HCCS, so the school had to pay some funds back to the state. Additionally, the FY13 budget did not include funds for some staff members who were hired, and the budget was based on 540 enrollment, which was higher than the actual number of students who enrolled. These issues were not identified until late in the year (some were not clarified until the school's FY13 financial audit), so cost-cutting measures were not put into place early enough in FY13 to avoid a deficit. The school had to pay two (2) months of FY13 payroll (salaries and benefits) with FY14 funds. The FY14 budget was also based on a projected enrollment of 520, but the school currently has 492 students enrolled. Mr. Castaneda and Ms. Moore have worked together to adjust the budget, and Ms. Moore confirmed that though cash will be tight, they currently project being able to pay all FY14 costs out of FY14 funds.

HCCS currently is under a lease agreement that requires cumbersome monthly payments. In FY13, the lease was adjusted for the FY13 and FY14 years and was frozen so that payments would not increase. For FY14, the school budgeted $490,900 for the lease, but they will only be required to pay $460,000. However, unless HCCS is able to successfully negotiate additional concessions with the building's owner, the school will be back on their prescribed payments in FY15, and the payments will increase each year.

Teacher Meeting

The PCSC staff member had the opportunity to meet with five (5) HCCS teachers. When asked for open and honest feedback, teachers gave the following responses:

How can HCCS improve?

- We would benefit from adopting some new curricular materials / having more resources. Specifically, it we'd like to have a K-8 continuous (or closely aligned) curriculum for writing / English Language Arts for both English and Spanish and a science curriculum with integrated technical writing.
- We'd like to see the library be fully finished and in use. Our students need access to quality books, especially since those who live outside of city limits and may not have access at home or through community libraries.
- Technology could still be improved.
- It would be great to have an art program – there are kids who are interested.
- With the dual language program, it's hard to manage students who enroll mid-year and have no background in Spanish since they've missed a lot; it's also hard to deal with the low number of Spanish speakers in the classrooms (which we realize is the result of the enrollment lottery process).
- Overall, it would help if we could get elementary and middle school enrollment and attendance up and consistent as early in the year as possible.
- We've started to provide our ELL students with more support, but it could still improve
- We'd like to have more collaboration between team partners, but it's challenging sometimes since we all teach different things (grades, subjects, etc.).

Describe your professional development. Do strategies and ideas leaned through professional development get applied?

- Our professional development is effective; we cover good topics and sessions are specific to our school and needs.
- During the school year, sometimes it feels overwhelming because we're doing training every Monday and we could use some more time for other things (like staff meetings, communication, etc.).
- We're looking forward to the implementation of Professional Learning Communities (PLCs) later this year.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- I know we have a ways to go, but I feel comfortable with what I know and where we're going.

- We already have a focus on critical thinking and discussion, so that fits well with the new standards / approach.
- I'm nervous about the time the SBA will take; it feels like a lot, and I'm not happy that we'll miss out on that instructional time. Also, we're going to be doing testing for the Khan Academy pilot we're a part of, so the workload is high. On the other hand, the SBA will tell us so much more about what the students know and it has pushed me to teach subjects / topics more deeply.

What is going well at HCCS?

- I love the Core Knowledge sequence and that I can integrate subjects. Our academic program is rigorous.
- The community – this is a tight-knit group of teachers. There is no drama; you can go to anybody for support.
- We have a good rapport with our students and it just keeps getting better. There is a great culture building at HCCS now and kids feel welcomed.
- Bullying and harassment aren't much of an issue here (a big improvement from before). If something happens, it is addressed quickly.
- I love being able to teach in Spanish; despite the challenges, it's really exciting. The bilingual and classical education model is great for the kids and the community.
- The administration team – we can't say enough good things about them. They have given us structure, stability, and support.

Documents Review

Finances

Year-end FY13 and year-to-date FY14 finances were reviewed in person. Elizabeth Moore, Business Manager, was available to answer questions. Documentation confirmed that the school ended FY13 with a deficit of $106,828. It is clear that HCCS's financial situation will be tight through FY14. During the visit, the PCSC staff member requested that the school provide an FY14 projected cash flow.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff for review. Catherine Griffin, Special Education Director, was available to answer questions. All files were organized, and two of three were complete, including current IEPs and eligibility documentation. The third file had an eligibility report and IEP that were approximately three (3) weeks out-of-date. Mrs. Griffin explained that this was the only file the school has out of compliance and that it had already been reported to the State Department of Education (SDE). The school psychologist who worked with HCCS left at the end of the 2012-2013 school year, and the school has struggled to find a new person with whom they can contract for services. The student in question needs eligibility testing with a school psychologist, so the IEP update has been delayed. Because the Special Education Director had already reported this issue to the SDE and was clearly committed to addressing it as quickly as possible, the PCSC staff member does not have significant concerns about the school's special education files at this time.

Classroom Observations

The PCSC staff member had the opportunity to visit eight (8) classrooms at HCCS. The grades and subjects of the classes varied. The school's educational approach was apparent; dual immersion and classical education, including Latin, music, and literature, were observed in five (5) classes. In six (6) of the classes observed, students were interacting with the teacher as a whole group; in the remaining two (2) classrooms, students were working independently. In two (2) classes, students were identified as highly engaged (virtually all students participating in the appropriate activity); in three (3) classes, students were identified as engaged (with most students participating). In the remaining three (3) classes, the PCSC staff member identified students as partially engaged. In all of these classes, the PCSC staff member noted that while many students were engaged, others were socializing or sitting quietly but not participating. In two (2) of these classrooms, this did not appear to be a significant issue, since the teachers addressed the challenges through behavior management, redirection and/or re-engaging the attention of the entire classroom. Behavior management was relatively strong, with six (6) of eight (8) classes where behavior management was unnecessary or quickly and effectively addressed by the teacher. Overall, classroom observations were quite positive; instructional practices, pacing, behavior management, and student engagement levels all appeared to have improved.

Summary

Strengths

- The school's academic performance has improved significantly, as reflected by the school's increase from a 2 Star Rating in 2011-2012 to a 4 Star Rating in 2012-2013.
- The board, administrator, and teachers all report having strong working relationships.
- The majority of classrooms observed had strong levels of student engagement.
- Based on teacher feedback and classroom observations, it appears that a strong, positive culture is developing at HCCS.
- The board, administration, and teachers all report feeling that school has made significant improvements and is headed in the right direction.

Challenges or Areas for Improvement

- The school's finances are very tight and the facility lease is significant (and potentially unsustainable).

Concerns

- The school's financial situation is concerning.

Possible Charter Amendments

- There are no proposed amendments at this time.

Recommendations

- PCSC staff recommends that the administrator continue plans to develop PLCs and provide ongoing teacher training and mentoring / support to teachers who are struggling.
- PCSC staff recommends that the Administrator, Business Manager, and board work together to identify methods to reduce costs and remain diligent in monitoring their finances

to give them the best possible chance to end the year with balanced or with a small carryover.

Materials or Follow-up Requested of the School

Based on the information received about the school's finances, the PCSC staff member who conducted the visit requested a FY14 cash flow, to include year-to-date actuals and projections through the end of the fiscal year. The HCCS Business Manager, Elizabeth Moore, submitted the cash flow on December 4, 2013.

CHARTER SCHOOL DASHBOARD

Date: January 10, 2014

School Name: Heritage Community Charter School

School Address: 1803 E. Ustick Rd, Caldwell, ID 83605
School Phone: 208-453-8070
Current School Year: 2013-2014

School 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.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Robb MacDonald	Chairman, Dec 2011 - June 2014	City Planning, Facilities, Parent	rmacdonald@heritagecommunitycharter.com	208-453-8070
Richard Hammond	Vice Chairman, Nov 2011 - June 2014	Attorney, Parent	rhammond@heritagecommunitycharter.com	208-453-8070
Barb Hooper	Secretary, July 2012 - June 2015	Administrative, Parent	bhooper@heritagecommunitycharter.com	208-453-8070
Josh Gregory	Board Member, July 2013 - June 2016	Law Enforcement, Parent	jgregory@heritagecommunitycharter.com	208-453-8070
Tamara Strikwerda	Board Member, Dec 2011 - June 2014	Small Business Owner, Parent	tsrikwerda@heritagecommunitycharter.com	208-453-8070
Open				
Open				

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	60	60	58	79	59	54
1	60	60	58	27	60	58
2	60	60	59	37	58	52
3	60	60	58	2	60	52
4	60	60	59	7	59	52
5	60	57	55	0	56	50
6	60	56	51	0	45	40
7	60	33	31	0	52	44
8	60	44	42	0	32	25
9	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL	**540**	**490**	**471**	**152**	**481**	**430**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	203, 41%	6, 1%	264, 54%	4, <1%	2, <1%	58, 12%	347, 71%	30, 6%
Previous	153, 32%	5, <1%	304, 63%	3, <1%	3, <1%	15, 3%	330, 68.5%	23, 5%

FACULTY AND STAFF

Administrator Name(s): Javier Castaneda
Administrator's Hire Date: 7/15/12
Administrator Email(s): jcastaneda@heritagecommunitycharter.com

Current Classified Staff (# FTE): 17
Current Faculty (# FTE): 25

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? Yes
Does your school currently have a school improvement status with the SDE? Yes
If yes, please specify your school's status (Focus, Priority): We are in year two of a three-year Rapid Improvement Plan. This status is based on the STAR rating results from the 2011-2012 school year. Our school improved from a 2-STAR school in 2011-2012 to a 4-STAR school in 2012-2013.

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Special Education Faculty: During the 2012-2013 school year our Special Education teacher went on an emergency medical leave and did not return to the school. After a long-term substitute filled the position, we hired a new Special Education teacher in the spring of 2013, which has provided the necessary continuity to improve the program.

Please describe the greatest successes experienced by your school in the past year:

Student Achievement/ STAR Rating: HCCS improved from a 2-Star rating in 2011-2012 to a 4-Star rating during the 2012-1013 school year.

Retention of Faculty and Staff: The transition from the 2012-2013 school year to the 2013-2014 school year was very smooth due to the high retention levels of our faculty.

Professional Development: Our entire staff attended the National Singapore Math Conference and /or National Differentiated Instruction Conference in Las Vegas in July 2013. We also provided our staff with PD surrounding The Culture of Poverty during the Fall 2013. A team consisting of the administrator, school counselor and teacher attended a Professional Learning Communities training in October 2013. Our dual language teachers attended the La Cosecha conference in November 2013. During the Spring of 2014 our staff will be engaged in SIOP/WIDA training. We continue to develop Grade Level Scope and Sequences, as well as increase understanding in Common Core.

Please describe any challenges you anticipate during the upcoming year:

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL--- BUDGET SUMMARY

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
414100	Tuition	-	-	-	-		-	
415000	Earnings on Investments	100.00	100.00	-	100.00	0%	396.00	
416100	School Food Service	187,000.00	187,000.00	48,884.17	138,115.83	26%	130,000.00	
416200	Meal sales: non-reimbursable	-	-	10,408.14	(10,408.14)		21,000.00	
416900	Other Food Sales	-	-	670.62	(670.62)		670.62	
417100	Admissions / Activities	-	-	-	-		-	
417200	Bookstore Sales	10,000.00	10,000.00	6,119.72	3,880.28	61%	10,000.00	
417300	Clubs / Organization Fees, etc.	-	-	-	-		-	
417400	School Fees & Charges/Fundraising	-	-	-	-		-	
417900	Other Student Revenue	22,000.00	22,000.00	674.65	21,325.35	3%	1,500.00	
419100	Rentals	-	-	-	-		-	
419200	Contributions/Donations	10,000.00	10,000.00	2,708.62	7,291.38	27%	5,000.00	
419900	Other Local Revenue	10,500.00	10,500.00	2,667.85	7,832.15	25%	5,000.00	
431100	Base Support Program	1,832,555.00	1,832,555.00	1,397,892.00	434,663.00	76%	1,737,955.00	
431200	Transportation Support	177,010.00	177,010.00	-	177,010.00	0%	177,010.00	
431400	Exceptional Child Support	-	-	-	-		-	
431600	Tuition Equivalency	-	-	-	-		-	
431800	Benefit Apportionment	203,619.00	203,619.00	-	203,619.00	0%	203,619.00	
431900	Other State Support	19,326.00	19,326.00	24,214.81	(4,888.81)	125%	31,674.81	
437000	Lottery / Addtl State Maintenance	10,374.00	10,374.00	9,739.00	635.00	94%	10,374.00	
439000	Other State Revenue	137,907.00	137,907.00	1,363.55	136,543.45	1%	137,907.00	
442000	Indirect Unrestricted Federal	-	-	-	-		-	
443000	Direct Restricted Federal	105,804.68	105,804.68	50,979.94	54,824.74	48%	105,804.68	
445000	Title I - ESEA	190,209.00	190,209.00	91,577.56	98,631.44	48%	190,209.00	
445500	Child Nutrition Reimbursement	-	-	-	-		-	
445600	Title VI-B IDEA	-	-	-	-		-	
445900	Other Indirect Restricted Federal	-	-	-	-		-	
451000	Proceeds	-	-	-	-		-	
460000	Transfers In	-	-	-	-		-	
TOTAL REVENUE		**$2,916,404.68**	**$2,916,404.68**	**$1,647,900.63**	**$1,268,504.05**	**57%**	**$2,768,120.11**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL--- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	1,292,651.00	1,292,651.00	628,013.68	664,637.32	49%	1,292,651.00	
200 EMPLOYEE BENEFITS	382,038.00	382,038.00	171,888.94	210,149.06	45%	382,333.59	
300 PURCHASED SERVICES	828,230.43	828,230.43	477,496.50	350,733.93	58%	836,754.60	
400 SUPPLIES	339,367.72	339,367.72	118,882.49	220,485.23	35%	269,523.05	
500 CAPITAL OUTLAY	-	-	-	-		-	
600 DEBT RETIREMENT	-	-	-	-		-	
700 INSURANCE	20,014.00	20,014.00	28,825.00	(8,811.00)	144%	28,825.00	
920000 TRANSFERS OUT	-	-	-	-		-	
TOTAL EXPENDITURES	**$2,862,301.15**	**$2,862,301.15**	**$1,425,106.61**	**$1,437,194.54**	**50%**	**$2,810,087.24**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$54,103.53**	**$54,103.53**	**$222,794.02**			**($41,967.13)**	
TOTAL BEGINNING BALANCE (All Funds)	**($3,119.00)**	**($3,119.00)**	**($3,119.00)**			**($3,119.00)**	
TOTAL CHANGES (All Funds)	**$3,856.75**	**$3,856.75**	**$222,794.02**			**($41,967.13)**	
ENDING BALANCE (All Funds)	**$737.75**	**$737.75**	**$219,675.02**			**($45,086.13)**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL--- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	($106,828.00)	($106,828.00)	($106,828.00)			($106,828.00)	
100 Changes in Fund Balance	$76,230.74	$76,230.74	$219,361.60			$18,389.31	
100 Ending Fund Balance	($30,597.26)	($30,597.26)	$112,533.60			($88,438.69)	
23x Beginning Fund Balance	$55,039.00	$55,039.00	$55,039.00			$55,039.00	
23x Changes in Fund Balance	($60,849.06)	($60,849.06)	($8,384.00)			($60,849.06)	
23x Ending Fund Balance	($5,810.06)	($5,810.06)	$46,655.00			($5,810.06)	
245 Beginning Fund Balance	$18,255.00	$18,255.00	$18,255.00			$18,255.00	
245 Changes in Fund Balance	($12,348.81)	($12,348.81)	$13,293.00			$0.00	
245 Ending Fund Balance	$5,906.19	$5,906.19	$31,548.00			$18,255.00	
251 Beginning Fund Balance	$10,026.00	$10,026.00	$10,026.00			$10,026.00	
251 Changes in Fund Balance	$0.00	$0.00	($230.03)			$0.00	
251 Ending Fund Balance	$10,026.00	$10,026.00	$9,795.97			$10,026.00	
257 Beginning Fund Balance	$10,482.00	$10,482.00	$10,482.00			$10,482.00	
257 Changes in Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Ending Fund Balance	$10,482.00	$10,482.00	$10,482.00			$10,482.00	
271 Beginning Fund Balance	$2,459.00	$2,459.00	$2,459.00			$2,459.00	
271 Changes in Fund Balance	$0.00	$0.00	$9,303.84			$0.00	
271 Ending Fund Balance	$2,459.00	$2,459.00	$11,762.84			$2,459.00	
290 Beginning Fund Balance	$7,448.00	$7,448.00	$7,448.00			$7,448.00	
290 Changes in Fund Balance	$823.88	$823.88	($10,550.39)			$492.62	
290 Ending Fund Balance	$8,271.88	$8,271.88	($3,102.39)			$7,940.62	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments	100.00	100.00		100.00	0%	396.00	
100.417100	Admissions / Activities				-			
100.417200	Bookstore Sales	10,000.00	10,000.00	6,119.72	3,880.28	61%	10,000.00	
100.417300	Clubs / Organization Dues, etc.				-			
100.417400	School Fees & Charges				-			
100.417900	Other Student Revenue	22,000.00	22,000.00	674.65	21,325.35	3%	1,500.00	
100.419100	Rentals				-			
100.419200	Contributions/Donations	10,000.00	10,000.00	2,708.62	7,291.38	27%	5,000.00	
100.419900	Other Local Revenue	10,500.00	10,500.00	2,667.85	7,832.15	25%	5,000.00	
100.431100	Base Support	1,832,555.00	1,832,555.00	1,397,892.00	434,663.00	76%	1,737,955.00	
100.431200	Transportation Support	177,010.00	177,010.00		177,010.00	0%	177,010.00	
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	203,619.00	203,619.00		203,619.00	0%	203,619.00	
100.431900	Other State Support				-			
100.437000	Lottery / Addtl State Maintenance	10,374.00	10,374.00	9,739.00	635.00	94%	10,374.00	
100.439000	Other State Revenue	137,907.00	137,907.00	1,363.55	136,543.45	1%	137,907.00	
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		$2,414,065.00	$2,414,065.00	$1,421,165.39	992,899.61	59%	$2,288,761.00	
EXPENDITURES								
100.512100	Elementary Salaries	510,961.00	510,961.00	238,615.83	272,345.17	47%	510,961.00	
100.512200	Elementary Benefits	140,199.00	140,199.00	65,165.82	75,033.18	46%	140,199.00	
100.512300	Elementary Purchased Services	3,828.05	3,828.05	7,656.10	(3,828.05)	200%	7,656.10	
100.512400	Elementary Supplies	56,320.00	56,320.00	20,847.41	35,472.59	37%	25,000.00	
100.512500	Elementary Capital Outlay				-			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			
100.515100	Secondary Salaries	269,157.00	269,157.00	152,972.21	116,184.79	57%	269,157.00	
100.515200	Secondary Benefits	92,476.00	92,476.00	41,140.15	51,335.85	44%	92,476.00	
100.515300	Secondary Purchased Services				-			
100.515400	Secondary Supplies	3,828.05	3,828.05		3,828.05	0%	-	
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			

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HERITAGE COMMUNITY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.521100	Exceptional Child Salaries	18,717.00	18,717.00	6,808.40	11,908.60	36%	18,717.00	
100.521200	Exceptional Child Benefits	1,432.00	1,432.00	520.84	911.16	36%	1,432.00	
100.521300	Exceptional Child Purchased Services	5,103.88	5,103.88	3,735.00	1,368.88	73%	10,000.00	
100.521400	Exceptional Child Supplies	500.00	500.00	45.00	455.00	9%	45.00	
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
Subtotals:	**Instruction**	1,102,521.98	1,102,521.98	537,506.76	565,015.22	49%	1,075,643.10	
100.616100	Special Services Program Salaries				-			
100.616200	Special Services Program Benefits				-			
100.616300	Special Services Program Purchased Services	6,300.00	6,300.00		6,300.00	0%	6,300.00	
100.616400	Special Services Program Supplies				-			
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	22,012.50	22,012.50	15,106.99	6,905.51	69%	22,012.50	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.632100	District Administration Program Salaries				-			
100.632200	District Administration Program Benefits				-			
100.632300	District Administration Program Purchased Services				-			
100.632400	District Administration Program Supplies				-			
100.632500	District Administration Program Capital Outlay				-			
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance	7,328.00	7,328.00	12,307.00	(4,979.00)	168%	12,307.00	
100.641100	School Administration Program Salaries	262,134.00	262,134.00	129,676.41	132,457.59	49%	262,134.00	
100.641200	School Administration Program Benefits	76,536.00	76,536.00	36,331.54	40,204.46	47%	76,536.00	
100.641300	School Administration Program Purchased Services	58,000.00	58,000.00	32,030.66	25,969.34	55%	58,000.00	
100.641400	School Administration Program Supplies	11,400.00	11,400.00	3,119.59	8,280.41	27%	11,400.00	
100.641500	School Administration Program Capital Outlay				-			
100.641600	School Administration Program Debt Retirement				-			
100.641700	School Administration Program Insurance	12,686.00	12,686.00	16,518.00	(3,832.00)	130%	16,518.00	

HERITAGE COMMUNITY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.661100	Buildings - Care Program Salaries	20,800.00	20,800.00	10,642.54	10,157.46	51%	20,800.00	
100.661200	Buildings - Care Program Benefits	9,469.00	9,469.00	4,637.99	4,831.01	49%	9,469.00	
100.661300	Buildings - Care Program Purchased Services	5,000.00	5,000.00	3,812.28	1,187.72	76%	5,000.00	
100.661400	Buildings - Care Program Supplies	10,000.00	10,000.00	5,767.16	4,232.84	58%	10,000.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance				-			
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	490,900.00	490,900.00	332,996.40	157,903.60	68%	490,900.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services	1,000.00	1,000.00	1,800.00	(800.00)	180%	1,800.00	
100.665400	Maintenance - Grounds Supplies	1,000.00	1,000.00	1,052.09	(52.09)	105%	1,052.09	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.667100	Security Program Salaries				-			
100.667200	Security Program Benefits				-			
100.667300	Security Program Purchased Services	1,000.00	1,000.00	617.00	383.00	62%	1,000.00	
100.667400	Security Program Supplies				-			
100.667500	Security Program Capital Outlay				-			
100.667600	Security Program Debt Retirement				-			
100.667700	Security Program Insurance				-			
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	189,500.00	189,500.00	57,881.38	131,618.62	31%	189,500.00	
100.681400	Pupil-to-School Transportation Supplies				-			
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
Subtotals:	**Support Services**	1,185,065.50	1,185,065.50	664,297.03	520,768.47	56%	1,194,728.59	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-			
100.911500	Principal Capital Outlay				-			
100.911600	Principal Debt Retirement				-			
100.912500	Interest Capital Outlay				-			
100.912600	Interest Debt Retirement				-			
Subtotals:	**Non-Instruction**	-	-	-	-		-	
100.920000	Transfers Out				-			
100.950000	Contingency Reserve	50,246.78	50,246.78		50,246.78	0%		
Subtotals:	**Other**	50,246.78	50,246.78	-	50,246.78	0%	-	
TOTAL GENERAL FUND EXPENDITURES		$2,337,834.26	$2,337,834.26	$1,201,803.79	$1,136,030.47	51%	$2,270,371.69	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$76,230.74**	**$76,230.74**	**$219,361.60**			**$18,389.31**	
	BEGINNING FUND BALANCE (July 1, 2013)	($106,828.00)	($106,828.00)	($106,828.00)			($106,828.00)	
	CHANGES IN FUND BALANCE	$76,230.74	$76,230.74	$219,361.60			$18,389.31	
	ENDING FUND BALANCE AS OF _____	**($30,597.26)**	**($30,597.26)**	**$112,533.60**			**($88,438.69)**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
23X.419200	Contributions/Donations				-			
23X.419900	Other Local Revenue				-			
23X.460000	Transfers In				-			
TOTAL FUND REVENUE		$0.00	$0.00	$0.00	$0.00		$0.00	
EXPENDITURES								
23X.512100	Elementary Salaries				-			
23X.512200	Elementary Benefits				-			
23X.512300	Elementary Purchased Services	6,000.00	6,000.00		6,000.00	0%	5,000.00	
23X.512400	Elementary Supplies	54,849.06	54,849.06	8,384.00	46,465.06	15%	55,849.06	
23X.512500	Elementary Capital Outlay				-			
23X.512600	Elementary Debt Retirement				-			
23X.512700	Elementary Insurance				-			
23X.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$60,849.06	$60,849.06	$8,384.00	$52,465.06	14%	$60,849.06	
TOTAL FUND REVENUES OVER EXPENDITURES		**($60,849.06)**	**($60,849.06)**	**($8,384.00)**			**($60,849.06)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$55,039.00	$55,039.00	$55,039.00			$55,039.00	
	CHANGES IN FUND BALANCE	($60,849.06)	($60,849.06)	($8,384.00)			($60,849.06)	
	ENDING FUND BALANCE AS OF _____	**($5,810.06)**	**($5,810.06)**	**$46,655.00**			**($5,810.06)**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support	19,326.00	19,326.00	24,214.81	(4,888.81)	125%	31674.81	
245.439000	Other State Revenue				-			
245.460000	Transfers In				-			
TOTAL FUND REVENUE		$19,326.00	$19,326.00	$24,214.81	($4,888.81)	125%	$31,674.81	
EXPENDITURES								
245.512100	Elementary Salaries				-			
245.512200	Elementary Benefits				-			
245.512300	Elementary Purchased Services	5,000.00	5,000.00	1,743.71	3,256.29	35%	5,000.00	
245.512400	Elementary Supplies	26,674.81	26,674.81	9,178.10	17,496.71	34%	26,674.81	
245.512500	Elementary Capital Outlay				-			
245.512600	Elementary Debt Retirement				-			
245.512700	Elementary Insurance				-			
245.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$31,674.81	$31,674.81	$10,921.81	$20,753.00	34%	$31,674.81	
TOTAL REVENUE OVER EXPENDITURES		**($12,348.81)**	**($12,348.81)**	**$13,293.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$18,255.00	$18,255.00	$18,255.00			$18,255.00	
	CHANGES IN FUND BALANCE	($12,348.81)	($12,348.81)	$13,293.00			$0.00	
	ENDING FUND BALANCE AS OF _____	**$5,906.19**	**$5,906.19**	**$31,548.00**			**$18,255.00**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	190,209.00	190,209.00	91,577.56	98,631.44	48%	190,209.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$190,209.00	$190,209.00	$91,577.56	$98,631.44	48%	$190,209.00	
EXPENDITURES								
251.512100	Elementary Salaries	99,026.00	99,026.00	45,920.72	53,105.28	46%	99,026.00	
251.512200	Elementary Benefits	35,001.00	35,001.00	14,781.14	20,219.86	42%	35,001.00	
251.512300	Elementary Purchased Services	9,916.00	9,916.00	3,744.53	6,171.47	38%	9,916.00	
251.512400	Elementary Supplies	46,266.00	46,266.00	27,361.20	18,904.80	59%	46,266.00	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$190,209.00	$190,209.00	$91,807.59	$98,401.41	48%	$190,209.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**($230.03)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$10,026.00	$10,026.00	$10,026.00			$10,026.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($230.03)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$10,026.00**	**$10,026.00**	**$9,795.97**			**$10,026.00**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal	68,583.68	68,583.68	24,574.41	44,009.27	36%	68,583.68	
257.445600	Title VI-B IDEA Federal Revenue				-			
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$68,583.68	$68,583.68	$24,574.41	$44,009.27	36%	$68,583.68	
EXPENDITURES								
257.512100	Elementary Salaries	47,911.00	47,911.00	15,559.12	32,351.88	32%	47,911.00	
257.512200	Elementary Benefits	14,148.00	14,148.00	5,015.29	9,132.71	35%	14,148.00	
257.512300	Elementary Purchased Services	4,000.00	4,000.00	4,000.00	-	100%	4,000.00	
257.512400	Elementary Supplies	2,524.68	2,524.68		2,524.68	0%	2,524.68	
257.512500	Elementary Capital Outlay				-			
257.512600	Elementary Debt Retirement				-			
257.512700	Elementary Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$68,583.68	$68,583.68	$24,574.41	$44,009.27	36%	$68,583.68	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$0.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$10,482.00	$10,482.00	$10,482.00			$10,482.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$0.00			$0.00	
	ENDING FUND BALANCE AS OF _____	**$10,482.00**	**$10,482.00**	**$10,482.00**			**$10,482.00**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal	37,221.00	37,221.00	26,405.53	10,815.47	71%	37,221.00	
271.445900	Other Indirect Restricted Federal				-			
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$37,221.00	$37,221.00	$26,405.53	$10,815.47	71%	$37,221.00	
EXPENDITURES								
271.512100	Elementary Salaries	11,239.00	11,239.00	3,403.57	7,835.43	30%	11,239.00	
271.512200	Elementary Benefits	-	-	295.59	(295.59)		295.59	
271.512300	Elementary Purchased Services	1,007.00	1,007.00	250.00	757.00	25%	1,007.00	
271.512400	Elementary Supplies	1,007.00	1,007.00		1,007.00	0%	711.41	
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.621100	Instruction Improvement Salaries	3,750.00	3,750.00	1,249.92	2,500.08	33%	3,750.00	
271.621200	Instruction Improvement Benefits	755.00	755.00		755.00	0%	755.00	
271.621300	Instruction Improvement Purchased Services	19,463.00	19,463.00	11,902.61	7,560.39	61%	19,463.00	
271.621400	Instruction Improvement Supplies				-			
271.621500	Instruction Improvement Capital Outlay				-			
271.621600	Instruction Improvement Debt Retirement				-			
271.621700	Instruction Improvement Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$37,221.00	$37,221.00	$17,101.69	$20,119.31	46%	$37,221.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$9,303.84**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$2,459.00	$2,459.00	$2,459.00			$2,459.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$9,303.84			$0.00	
	ENDING FUND BALANCE AS OF _____	**$2,459.00**	**$2,459.00**	**$11,762.84**			**$2,459.00**	

February 13, 2014

HERITAGE COMMUNITY CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	187,000.00	187,000.00	48,884.17	138,115.83	26%	130,000.00	
290.416200	Meal sales: non-reimbursable			10,408.14	(10,408.14)		21,000.00	
290.416900	Other Food Sales			670.62	(670.62)		670.62	
290.443000	Direct Restricted Federal				-			
290.445500	Child Nutrition Reimbursement				-			
290.445900	Other Indirect Restricted Federal				-			
290.460000	Transfers In				-			
TOTAL FUND REVENUES		$187,000.00	$187,000.00	$59,962.93	$127,037.07	32%	$151,670.62	
EXPENDITURES								
290.710100	Food Service Salaries	48,956.00	48,956.00	23,164.96	25,791.04	47%	48,956.00	
290.710200	Food Service Benefits	12,022.00	12,022.00	4,000.58	8,021.42	33%	12,022.00	
290.710300	Food Service Purchased Services	200.00	200.00	219.84	(19.84)	110%	200.00	
290.710400	Food Service Supplies	124,998.12	124,998.12	43,127.94	81,870.18	35%	90,000.00	
290.710500	Food Service Capital Outlay				-			
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$186,176.12	$186,176.12	$70,513.32	$115,662.80	38%	$151,178.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$823.88**	**$823.88**	**($10,550.39)**			**$492.62**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$7,448.00	$7,448.00	$7,448.00			$7,448.00	
	CHANGES IN FUND BALANCE	$823.88	$823.88	($10,550.39)			$492.62	
	ENDING FUND BALANCE AS OF _____	**$8,271.88**	**$8,271.88**	**($3,102.39)**			**$7,940.62**	

Heritage Community Charter School Cash Flow Analysis 2013-2014 (01/28/14)

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	FY Total
Cash on Hand (beginning cash)	**78,720**	**53,998**	**657,569**	**456,686**	**354,148**	**482,755**	**345,153**	**188,879**	**316,301**	**171,308**	**15,916**	**311,678**	**209,687**	**151,832**	
RECEIPTS															
Earnings on Investment (Interest)	7	38	50	36	50	33	33	33	33	33	33	33			413
Fundraising		394	344		4,710	150									5,598
School Fees and Charges															
Fundraising/Special Projects															
Other Student Rev/Student Council						224	200	200	200	200	200				1,224
Classroom Activities			81		295	75	225	200	200	200	200				1,476
Contributions/Grants			363	35	148	65	5,700								6,311
Other Local	19,664	1,391		50,324	15,573	1,485									88,437
Base State Support	76,548	930,554		117,190	350,148			379,639			379,639				2,233,718
Transportation Support													30,645		30,645
State Benefit Apportionment															
Idaho State Lottery			9,569												9,569
Other State				800	564										1,364
Title I					39,521	22,357	15,283	19,201	19,201	19,201	19,201	19,201	19,201		173,166
Title I-A				1,682											1,682
LEP					13,253										13,253
Title II					9,773	1,692	312	1,922	1,922	1,922	1,922	1,922	1,922		9,773
Title VIB		3,994			8,123	4,584	4,814	7,181	7,181	7,181	7,181	7,181	7,181		57,420
Technology					6,866						105,140				112,006
Food Service		2,350	2,811	16,354	19,746	18,592	17,009	17,140	17,140	17,140	17,140				145,422
Private Grants - Carryover															
Grants / Other															
TOTAL RECEIPTS	**96,220**	**938,721**	**13,218**	**186,421**	**468,771**	**49,256**	**43,576**	**425,516**	**45,877**	**45,877**	**530,656**	**28,337**	**58,949**		2,891,476
DISBURSEMENTS for Operations															
Payroll	91,201	93,372	110,217	112,321	110,719	111,846	105,858	112,318	112,318	112,318	112,318	92,701	92,701	92,701	1,277,506
Employer taxes and benefits	18,332	23,841	40,577	30,551	29,963	29,273	29,528	30,828	30,828	30,828	30,828	24,103	24,103	24,103	349,480
TOTAL STAFFING	109,534	117,214	150,793	142,873	140,681	141,119	135,386	143,146	143,146	143,146	143,146	116,804	116,804	116,804	1,626,986
Lease		127,677		88,855	116,465			104,875			41,625				479,497
Utilities		5,595	2,780	7,059	3,506	2,539	293	3,030	3,030	3,030	3,030	3,030			36,921
Building/Grounds/Maintenance/Custodial	439	2,733	6,547	1,531	146	1,283	493	358	358	1,158	1,158	1,158			17,364
TOTAL OCCUPANCY	439	136,006	9,327	97,446	120,117	3,822	786	108,263	3,388	4,188	45,813	4,188			533,781
Office exp (postage, supplies)	46	1,466	1,670	523	630	822	944	600	600	600	600	600			9,102
Classroom activities	50	1,388	1,117	333	428	317	770	300	300	300	300	300			5,905
Equipment leases	475	1,024	1,687	809	809	1,545	1,159	984	984	984	984	984			12,429
TOTAL OTHER OPERATING	571	3,878	4,475	1,666	1,868	2,684	2,873	1,884	1,884	1,884	1,884	1,884			27,436
Legal & audit services	869			1,416	6,362	820	1,136	750	750	750	750	750			14,354
Recruitment		999	60	50	421	1,043	685	1,400				400			5,058
Other services	1,510	99	2,067	1,439	605	155	14,211								20,086
Insurance	12,686	13,792	3,832							10,000					40,310
TOTAL PROFESSIONAL SERVICES	15,065	14,890	5,959	2,906	7,388	2,018	16,032	2,150	750	10,750	750	1,150			79,808
Instructional supplies	(873)	13,867	7,803	1,747	9,118	2,240	12,353	500	500	500	500	500			48,754
Technology		365	2,273	119	6,692	308	897	600							11,252
Special Ed services			1,300	2,470		230		2,500	2,500	2,500	2,500				14,000
Other contracted education services	757				2,122	1,872									4,751
Professional development			7,792	1,063				4,402	4,402	4,402	4,402	4,402			30,865
Transportation		47,967	4,578	20,318	17,925	17,994	17,094	19,500	17,900	19,500	19,500				202,276
Food service	(6,682)	53	14,121	12,758	8,107	12,820	6,046	15,000	15,000	13,000	15,000				105,224
Travel / Training		911			1,380										2,291
Fundraising/Special Projects costs	2,132		5,678	5,595	24,767	1,751	8,384	150	1,400	1,400	1,400	1,400			54,056
TOTAL PROGRAM RELATED	(4,665)	63,163	43,546	44,068	70,110	37,214	44,773	42,652	41,702	41,302	43,302	6,302			473,469
TOTAL OPERATING DISBURSEMENTS	120,942	335,150	214,101	288,958	340,164	186,858	199,850	298,095	190,870	201,269	234,895	130,328	116,804	116,804	2,741,481
Loan payments															
Payments on past obligations															
TOTAL DISBURSEMENTS	**120,942**	**335,150**	**214,101**	**288,958**	**340,164**	**186,858**	**199,850**	**298,095**	**190,870**	**201,269**	**234,895**	**130,328**	**116,804**	**116,804**	**2,741,481**
NET CASH FOR THE PERIOD	**(24,722)**	**603,571**	**(200,883)**	**(102,538)**	**128,607**	**(137,602)**	**(156,274)**	**127,422**	**(144,992)**	**(155,392)**	**295,762**	**(101,991)**	**(57,855)**	**(116,804)**	**149,995**
ENDING CASH	**53,998**	**657,569**	**456,686**	**354,148**	**482,755**	**345,153**	**188,879**	**316,301**	**171,308**	**15,916**	**311,678**	**209,687**	**151,832**	**35,028**	**149,995**

SUBJECT

The Village Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The Village Charter School (TVCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2011. TVCS currently enrolls approximately 275 students in grades K-8.

DISCUSSION

TVCS will provide an annual update on the status of the school.

After receiving a 2011-2012 Star Rating of 2 out of 5, TVCS's standardized test results improved; the school received a 2012-2013 Star Rating of 3 out of 5. Though TVCS received 3 or 4 points (out of 5) for the majority of proficiency and growth measures, the school could benefit from additional improvement in math. TVCS did not meet adequate growth in math for the full school population or the subgroups (the school received 2 out of 5 points on both of these items).

In July 2013, Anthony Richard became the new administrator at RHPCS. Mr. Richard has implemented instructional and site leadership teams and quarterly administrator evaluations by teachers in an effort to more easily identify and make mid-year adjustments to benefit the teachers and school.

To accommodate growth, the TVCS board has been working to secure a new facility for the 2014-2015 school year. After an unsuccessful attempt at bonding, the board began working with investors who are willing to purchase a facility and lease it to the school at a reasonable rate. However, at this time, the school does not have a contract secured on a facility. If the board is unable to identify a new facility within a reasonable time, the school will continue to operate at its current location. Proposed performance certificate amendments associated with facility and enrollment changes are discussed in a separate agenda item.

TVCS reports having a FY13 carryover of over $250,000. The school anticipates having a single-year loss of approximately $63,000 in FY14 and projects ending the year with a carryover of approximately $190,000; the school reports this is due to lower than projected enrollment (particularly in the middle school grades) and unexpected costs associated with the school's attempt to purchase a new facility.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff makes no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

Idaho Public Charter School Commission
Site Visit Report

School	The Village Public Charter School (TVPCS)
Address	219 N. Roosevelt, Boise, ID 83706
Date of Site Visit	December 16, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Jani Knox, Vice Chair Rachael Smith, Secretary
Administrator(s) Interviewed	Tony Richards, Administrator
Business Manager / Clerk Interviewed	Michelle Roth, Business Manager
Other Stakeholder(s) Interviewed	Students (6)

Board Member(s) Interview

Jani Knox, Vice Chair, and Rachael Smith, Secretary, participated in the interview. They reported that within the last year, the board and administration have further refined the school's mission and vision by identifying that the school's leadership focus is at the heart of the model. TVCS continues to use hands-on teaching methods, but they are making adjustments and clarifying methods as the school becomes more established.

The board members stated that their relationship with the school's new administrator, Tony Richards, is positive. They described him as a go-getter and believe he is proactive, has an understanding of the school's challenges, and has begun to establish a more professional environment at the school. When asked about the division of roles and responsibilities between the board and administration, the board members responded that they are still transitioning to be a more established, operating board rather than a founding board. They believe that having a new administrator has helped, since it's allowed them to re-define the roles.

The TVCS board did formal training last year (2012-2013) and held a retreat in August 2013 that included 7 Habits training and strategic planning. This year, they have done some work including drafting the school's performance certificate and creating a rubric of the specific information they want the school's administrator to report to the board. They also encourage board members to go to conferences. The board conducts a self-evaluation approximately once per year.

When asked about their concerns for the school, they responded that facilities are a primary focus at this time. The board has been working to secure a larger facility, but do not yet know where the school will be located in 2014-2015. They attempted to bond, but were not successful. They have since found investors who are willing to purchase a facility and lease it to the school at a reasonable rate, but though they have had several leads, agreements have fallen through and they do not yet have a contract secured. If the board is unable to identify a new facility within a reasonable time, the school will continue to operate at its current location.

Additionally, the board members noted that finances at the school continue to be relatively tight; enrollment is a little lower than was projected for this year, which will impact the funds the school receives from the state. Middle school enrollment challenges are related to this, and the board and administration are working to make the middle school program stronger so it will be more attractive to families. There are resources the school needs (technology, curriculum, etc.) and the board members would like to pay their teachers more, but the school's budget lacks the flexibility needed to make these changes.

Administrator(s) Interview

Tony Richards, Administrator, participated in the interview. Mr. Richards described changes that the school has been implementing since he joined the TVCS staff, including setting up instructional leadership and site leadership teams, formalizing the agenda format for PLC meetings so professional development / collaboration time is more formalized and structured, and adding quarterly teacher evaluations of the administrator so he can make adjustments based on their feedback.

Mr. Richards feels he has a good working relationship with the board. He believes they trust him and have confidence in him, and they are patient and communicative.

Mr. Richards feels the school is reasonable well aligned to the Common Core State Standards (CCSS) and that its teachers are ahead of the game. Some teachers have received training through Idaho LEADS and Equipped to Teach and have brought their knowledge back to the other teachers. In terms of the schools preparation for the transition to the Smarter Balanced Assessment (SBA), he feels the school is prepared because they were aligning to CCSS when they opened and preparing for the new test instead of the old. He is a little concerned about the typing the test requires, but says the teachers are dedicated and working hard to help students prepare.

When asked about concerns he has for the school, Mr. Richards said that he wants to be able to pay the teachers a salary closer to the local market, but that finances prevent them from doing so. He also noted that the school is continuing to work to create a challenging, dynamic middle school program. Additionally, facilities are a challenge, since the building is old and has no space for growth.

Business Manager / Clerk Interview

Michele Roth, Business Manager, participated in the interview. Ms. Roth began at TVCS in March 2013. She did not play a significant role in the development of the FY14 budget, since it was nearly complete when she started in her position. For FY14, the budget was developed based on full enrollment with 90% attendance; Ms. Roth intends to adjust this for future year, primarily by lowering the projection for middle school enrollment. The FY14 budget was designed to create carryover for the school by the end of the year, and despite enrollment being under projections at this point, Ms. Roth anticipates that the school will still be successful in ending FY14 with a carryover.

Ms. Roth monitors the school's budget frequently; on a daily basis she reviews bills and purchase orders. Monthly, Ms. Roth and Mr. Richards go through the financial report line by line. The board reviews monthly financial reports at board meetings, looking closely at the percentages of revenue received and funds spent and making shifts to the spending priorities and budgets as needed.

When asked about TVCS's potential plans to move to a larger facility and the how they are estimating the financial viability of various plans, Ms. Roth responded that TVCS has done multiple financial projections to make sure they know what they can afford. She believes that the board is very involved in the process and committed to not overextending the school.

Student Meeting

The PCSC staff member had the opportunity to meet with six (6) TVCS students (grades 4, 5, and 7). The students were open and honest and clearly have an understanding of the schools strengths and weaknesses. Below are the questions presented to the students and their summarized responses:

How can TVCS improve? What can the school do better?

- We could have more play equipment.
- More one-on-one time with teachers, because we'd be able to tell the teacher individually if we're struggling and wouldn't have to feel embarrassed; and then we wouldn't have to review things in class for only a couple students.
- There are some bullying issues.
- There are a lot of family members (siblings, cousins, etc.) and family members tease each other and then other students think they can too.
- We would like to do more group work and team work in our classes.
- We have a lot of clubs, but some of them don't feel useful – it's so easy to create clubs that some aren't valuable; maybe if you had to do more to get one started (have a plan, more students, etc.) it would be better; it would be cool to have a club that cleans up (or others with a purpose to help the school).
- Last year we had a student council, but now we don't.
- We could use more lunch time; only 15 minutes inside isn't enough time.
- Maybe more dress-down days (like one per month or on holidays) or a little more flexibility with the dress code.
- Maybe longer specials (like music).

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Yes (thumb up): 1
- Sort of / not so much (thumb to the middle): 4
- No (thumb down): 1

What do you like about this school?

- The connections between students and teachers.
- My teacher does fun things to get us learning in the morning.
- Students who have been here a while really know each other and are friends; it's feels like a family; students and teachers are there to help you and comfort you.
- If something feels easy, I can tell my teacher and they'll give me something to do.
- I like the circle at the end of the day where we say what we're thankful for.
- I feel safe here; if I'm having problems, I can tell a teacher or the principal and they'll help; I can be myself here- it seems like no one will judge me; Mr. Richards has helped to address bullying this year, it is being more addressed.

Documents Review

Finances

The FY13 end-year and FY14 year-to-date finances were reviewed. Michelle Roth, Business Manager, was available to answer questions. TVCS's fiscal audit shows a single-year loss in FY13 of approximately $16,000. However, Ms. Roth asserted that some Medicaid payments that were intended for FY14 were not received until FY14, so they essintially broke even. She does not anticipate having this same problem in FY14, since Medicaid is being billed earlier. Despite the single-year loss, the school ended FY13 with a carryover of over $200,000. Because the school's FY14 budget was developed to create a carryover, Ms. Roth hopes that the school will have a single-year surplus and further increase their carryover.

Special Education Files

Three (3) special education files were selected at random for review. Ludee Vermaas, Special Education Coodinator, was available to answer questions. All files had up-to-date IEPs, including clear accommodations and LRE documentation. Currently eligibility reports and evidence of communication with parents and / or schools or outside agencies were present in all files. All essential elements of the files were present, and there are no concerns about the files at this time.

The PCSC staff member also had the opportunity to speak with Ms. Vermaas about TVCS's special education services. Ms. Vermaas began at TVCS in August 2013. She has 17 years in special education. In regards to implementing IEPs, Ms. Vermaas has implemented the use of notebooks for each student, which are organized by subject / contact area and allow staff to do daily tracking of students' progress towards each of their IEP goals. Each staff member summarizes the students' progress weekly. The school contracts with specialists, including school psychology, occupational therapy, and speech / language therapy.

Classroom Observations

Classroom observations were generally positive, though somewhat mixed. In one (1) classroom, students were identified as highly engaged (with virtually all students participating in appropriate activities), and in four (4) classrooms, students were identified as engaged (with most students participating). In the remaining three (3) classes, students were identified as partially engaged, with some students participating and others socializing or sitting quietly, but not engaged in a learning activity. The level of the significance of the behavioral issues / disengagement varied between classrooms. In one classroom, only a couple of students could have benefitted from redirection; in another, a larger number (about one third) of the class was not engaged in the task at hand. In general, those classrooms that had teachers using effective teacher strategies and/or facilitating activities that were highly interesting or hands-on had higher levels of student engagement. While observations revealed some strong teaching and engaged students, it is clear that there remains room for improvement.

Summary

Strengths

- The school's academic outcomes have improved; as demonstrated by school's increased Star Rating from a 2 Star in 2012 to a 3 Star in 2013.
- The school is financially stable.
- The board and administrator report having a good working relationship.

- Students report feeling connected to their teachers and each other.

Challenges or Areas for Improvement

- Classroom observations revealed variations in student engagement and teachers' classroom / behavior management.
- Based on student feedback, bullying and teasing, though improved, are sometimes a problem.

Concerns

- The PCSC staff member who conducted the visit has no significant concerns at this time.

Possible Charter Amendments

- The board and administration have expressed an intention to propose an amendment to the enrollment growth plan outlined in the school's charter and performance certificate.

Recommendations

- PCSC staff recommends that the TVCS administrator work with the board and teachers to identify professional development and/or other strategies for improving classroom management and student engagement (for students of all academic levels).
- PCSC staff recommends that the TVCS administrator work with the teachers to identify strategies to continue to decrease bullying and teasing amongs students.
- PCSC staff recommends that the administrator, clerk, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year with an increased carryover.

Materials or Follow-up Requested of the School

No follow-up materials were requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 12/17/13

School Name: The Village Charter School

School Address: 219 N Roosevelt, Boise, ID 83706
School Phone: (208) 336-2000
Current School Year: 2013-2014

School Mission: 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.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Lealand Miller	Board Chair	Finance	leemiller@thevillagecharterschool.org	322-0116
Jani Knox	Vice Chairman	Marketing/Recruiting	janiknox@thevillagecharterschool.org	409-5053
Mike Garrett	Treasurer	Facility/Real Estate	mikegarrett@thevillagecharterschool.org	890-8356
Rachael Smith	Secretary	Grant Writing/Technology	rachaelsmith@thevillagecharterschool.org	938-7976
Dave Lakhani	Trustee	Entreprenuer/Business	davelakhani@thevillagecharterschool.org	863-8298
Susan Hansen	Trustee	Policy	susanhansen@thevillagecharterschool.org	514-9554

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	44	42	40.09	73	48	45.81
1	44	44	41.71	41	50	47.82
2	48	46	44.67	25	28	27.33
3	24	24	24.83	32	24	21.26
4	28	27	24.80	5	29	20.49
5	28	26	23.62	17	29	19.51
6	28	27	26.41	24	23	21.82
7	28	23	21.41	0	30	17.68
8	28	19	18.95	0	11	15.65
TOTAL	**300**	**278**	**266.49**	**217**	**272**	**318.55**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	21 8%	12 4%	268 96%	7 3%	7 3%	0	78 28%	31 11%
Previous	26 10%	13 5%	258 95%	7 3%	5 2%	0	88 32%	30 11%

FACULTY AND STAFF

Administrator Name(s): Anthony Richard
Administrator's Hire Date: 07/03/13
Administrator Email(s): tonyrichard@thevillagecharterschool.org

Current Classified Staff (# FTE): 7
Current Faculty (# FTE): 22

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? The school had an informal improvement plan in place; however this is the first year in which the plan is formally being transitioned into the WISE Tool with data being kept electronically with the state.
Does your school currently have a school improvement status with the SDE? The school is currently rated at three stars and this places it in the "Continuous Improvement" category.
If yes, please specify your school's status (Focus, Priority): Continuous Improvement

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:
The previous school administrator resigned after two years, and a new lead administrator was selected by the school board for 2013-2014. In addition, the business manager for the school resigned in February of 2013 and a new business manager was selected beginning in March of 2013. Additionally, the fourth grade teacher, and the school special education coordinator/psychologist resigned at the conclusion of the 2012-2013 school year and new employees were selected to fill the positions for the 2013-2014 school year and beyond.

Please describe the greatest successes experienced by your school in the past year:

- The school has been recognized by the Governor of Idaho as being a "Brightest Star" for facilitating student volunteerism in the community.
- The school has been recognized by the Morris Hill Neighborhood Association for being a good neighbor.
- The school improved its STAR rating from 2 to 3 during the 2012-2013 school year.
- The school was selected to participate in the Idaho Leads Program offered through BSU. (And again for a second year during 2013-2014.)
- The school electives program expanded to include four quarters of the unique electives for students K-8, in which local professionals work with our students in 8 week blocks on topics/projects tied to interests expressed by students.
- The school moved up one rung on the ladder toward becoming a 7-Habits Lighthouse School with the Covey Foundation.
- The school applied for and was awarded a Century Link Philanthropy Grant to aid students in helping local not-for-profit organizations foster community programs that help improve our local and state community.

Please describe any challenges you anticipate during the upcoming year:
The school is continuing to work at upgrading the current school computer hardware to meet the technological demands for the new SBAC assessment to be conducted in the spring.

Please add any additional information of which you would like to make your authorizer aware :
The school board is currently looking at new locations to allow for school expansion, as public interest in TVCS as a school continues to expand in the community.

REQUIRED ATTACHMENT
☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	1,000.00	1,000.00	186.46	813.54	19%	1,000.00	
416100 School Food Service	-	-	-	-	#DIV/0!	-	
416200 Meal sales: non-reimbursable	-	-	-	-	#DIV/0!	-	
416900 Other Food Sales	-	-	-	-	#DIV/0!	-	
417100 Admissions / Activities	-	-	12,188.73	(12,188.73)		-	
417200 Bookstore Sales	-	519.00	518.80	0.20	100%	519.00	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	13,500.00	13,500.00	10,827.00	2,673.00	80%	13,500.00	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	-	900.00	855.00	45.00	95%	900.00	
419900 Other Local Revenue	-	3,030.00	3,025.83	4.17	100%	3,030.00	
431100 Base Support Program	983,409.00	957,209.00	830,411.00	126,798.00	87%	957,209.00	
431200 Transportation Support	-	-	-	-		-	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	128,656.00	128,656.00	-	128,656.00	0%	128,656.00	
431900 Other State Support	3,816.00	3,816.00	405.45	3,410.55	11%	3,816.00	
437000 Lottery / Addtl State Maintenance	11,000.00	11,000.00	5,775.00	5,225.00	53%	11,000.00	
439000 Other State Revenue	48,775.00	43,775.00	3,911.00	39,864.00	9%	43,775.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	38,144.00	38,144.00	8,460.64	29,683.36	22%	38,144.00	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	36,925.00	36,925.00	16,212.30	20,712.70	44%	36,925.00	
445900 Other Indirect Restricted Federal	45,500.00	52,000.00	26,959.14	25,040.86	52%	52,000.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	-	-	-	-		-	
TOTAL REVENUE	**$1,310,725.00**	**$1,290,474.00**	**$919,736.35**	**$370,737.65**	**71%**	**$1,290,474.00**	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	710,478.25	703,389.05	207,808.15	495,580.90	30%	703,389.05	
200 EMPLOYEE BENEFITS	238,893.63	239,244.49	82,864.76	156,379.73	35%	239,244.49	
300 PURCHASED SERVICES	227,916.97	357,388.89	123,646.40	233,742.49	35%	323,388.89	
400 SUPPLIES	71,599.84	79,623.35	19,130.96	60,492.39	24%	79,623.35	
500 CAPITAL OUTLAY	16,300.00	259.60	259.60	-	100%	259.60	
600 DEBT RETIREMENT	-	-	-	-		-	
700 INSURANCE	7,982.00	7,982.00	-	7,982.00	0%	7,982.00	
920000 TRANSFERS OUT	-	-	-	-		-	
TOTAL EXPENDITURES	**$1,273,170.69**	**$1,387,887.38**	**$433,709.87**	**$954,177.51**	**31%**	**$1,353,887.38**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$37,554.31**	**($97,413.38)**	**$486,026.48**			**($63,413.38)**	
TOTAL BEGINNING BALANCE (All Funds)	**$253,744.97**	**$253,744.97**	**$253,744.97**			**$253,744.97**	
TOTAL CHANGES (All Funds)	**($34,889.74)**	**($97,413.38)**	**$482,712.63**			**($63,413.38)**	
ENDING BALANCE (All Funds)	**$218,855.23**	**$156,331.59**	**$736,457.60**			**$190,331.59**	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$249,000.00	$249,000.00	$249,000.00			$249,000.00	
100 Changes in Fund Balance	($30,144.77)	($97,413.38)	$491,527.36			($63,413.38)	
100 Ending Fund Balance	$218,855.23	$151,586.62	$740,527.36			$185,586.62	
245 Beginning Fund Balance	$4,744.97	$4,744.97	$4,744.97			$4,744.97	
245 Changes in Fund Balance	($4,744.97)	$0.00	$2,087.25			$0.00	
245 Ending Fund Balance	$0.00	$4,744.97	$6,832.22			$4,744.97	
251 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
251 Changes in Fund Balance	$0.00	$0.00	($3,398.92)			$0.00	
251 Ending Fund Balance	$0.00	$0.00	($3,398.92)			$0.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($4,711.30)			$0.00	
257 Ending Fund Balance	$0.00	$0.00	($4,711.30)			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($2,791.76)			$0.00	
271 Ending Fund Balance	$0.00	$0.00	($2,791.76)			$0.00	
750 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
750 Changes in Fund Balance	$0.00	$0.00	$3,313.85			$0.00	
750 Ending Fund Balance	$0.00	$0.00	$3,313.85			$0.00	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments	1,000.00	1,000.00	186.46	813.54	19%	1,000.00	
100.417100	Admissions / Activities				-			
100.417200	Bookstore Sales		519.00	518.80	0.20	100%	519.00	
100.417300	Clubs / Organization Dues, etc.				-			
100.417400	School Fees & Charges	13,500.00	13,500.00	10,827.00	2,673.00	80%	13,500.00	
100.417900	Other Student Revenue				-			
100.419100	Rentals				-			
100.419200	Contributions/Donations		900.00	855.00	45.00	95%	900.00	
100.419900	Other Local Revenue		3,030.00	3,025.83	4.17	100%	3,030.00	
100.431100	Base Support	983,409.00	957,209.00	830,411.00	126,798.00	87%	957,209.00	
100.431200	Transportation Support				-			
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	128,656.00	128,656.00		128,656.00	0%	128,656.00	
100.431900	Other State Support	3,816.00	3,816.00	405.45	3,410.55	11%	3,816.00	
100.437000	Lottery / Addtl State Maintenance	11,000.00	11,000.00	5,775.00	5,225.00	53%	11,000.00	
100.439000	Other State Revenue	30,000.00	30,000.00		30,000.00	0%	30,000.00	
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal	28,500.00	35,000.00	25,511.90	9,488.10	73%	35,000.00	
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		$1,199,881.00	$1,184,630.00	$877,516.44	307,113.56	74%	$1,184,630.00	
EXPENDITURES								
100.512100	Elementary Salaries	397,113.70	389,424.50	100,299.94	289,124.56	26%	389,424.50	
100.512200	Elementary Benefits	140,977.00	144,214.14	43,725.42	100,488.72	30%	144,214.14	
100.512300	Elementary Purchased Services	5,500.00	5,500.00	265.00	5,235.00	5%	5,500.00	
100.512400	Elementary Supplies	19,500.00	27,500.00	10,270.17	17,229.83	37%	27,500.00	
100.512500	Elementary Capital Outlay	8,000.00	-	-	-			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			
100.515100	Secondary Salaries	78,016.45	78,016.45	20,732.49	57,283.96	27%	78,016.45	
100.515200	Secondary Benefits	21,302.35	22,083.57	6,440.05	15,643.52	29%	22,083.57	
100.515300	Secondary Purchased Services				-			
100.515400	Secondary Supplies	2,000.00	2,000.00	503.16	1,496.84	25%	2,000.00	
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.521100	Exceptional Child Salaries	37,820.00	37,820.00	5,278.33	32,541.67	14%	37,820.00	
100.521200	Exceptional Child Benefits	4,500.57	4,500.57	1,067.80	3,432.77	24%	4,500.57	
100.521300	Exceptional Child Purchased Services		1,500.00	1,045.85	454.15	70%	1,500.00	
100.521400	Exceptional Child Supplies	4,000.00	4,000.00		4,000.00	0%	4,000.00	
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
100.532100	School Activity Program Salaries				-			
100.532200	School Activity Program Benefits				-			
100.532300	School Activity Program Purchased Services				-			
100.532400	School Activity Program Supplies		100.00	72.00	28.00	72%	100.00	
100.532500	School Activity Program Capital Outlay				-			
100.532600	School Activity Program Debt Retirement				-			
100.532700	School Activity Program Insurance				-			
Subtotals:	**Instruction**	718,730.07	716,659.23	189,700.21	526,959.02	26%	716,659.23	
100.616100	Special Services Program Salaries				-			
100.616200	Special Services Program Benefits				-			
100.616300	Special Services Program Purchased Services	17,376.20	17,376.20	2,119.28	15,256.92	12%	17,376.20	
100.616400	Special Services Program Supplies				-			
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	17,750.00	17,750.00	8,600.00	9,150.00	48%	17,750.00	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.632100	District Administration Program Salaries				-			
100.632200	District Administration Program Benefits	3,800.00	4,176.00	4,176.00	-	100%	4,176.00	
100.632300	District Administration Program Purchased Services	15,000.00	13,200.00	11.97	13,188.03	0%	13,200.00	
100.632400	District Administration Program Supplies				-			
100.632500	District Administration Program Capital Outlay				-			
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance	7,982.00	7,982.00		7,982.00	0%	7,982.00	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.641100	School Administration Program Salaries	137,265.60	137,265.60	55,896.95	81,368.65	41%	137,265.60	
100.641200	School Administration Program Benefits	40,370.51	36,205.63	17,350.04	18,855.59	48%	36,205.63	
100.641300	School Administration Program Purchased Services	1,650.00	1,650.00	456.30	1,193.70	28%	1,650.00	
100.641400	School Administration Program Supplies	15,000.00	15,000.00	3,614.07	11,385.93	24%	15,000.00	
100.641500	School Administration Program Capital Outlay	3,300.00			-			
100.641600	School Administration Program Debt Retirement				-			
100.641700	School Administration Program Insurance				-			
100.651100	Business Operation Program Salaries				-			
100.651200	Business Operation Program Benefits				-			
100.651300	Business Operation Program Purchased Services	15,200.00	15,200.00	4,859.92	10,340.08	32%	15,200.00	
100.651400	Business Operation Program Supplies	10,750.00	10,750.00	1,013.32	9,736.68	9%	10,750.00	
100.651500	Business Operation Program Capital Outlay				-			
100.651600	Business Operation Program Debt Retirement				-			
100.651700	Business Operation Program Insurance				-			
100.656100	Administrative Technology Service Salaries				-			
100.656200	Administrative Technology Service Benefits				-			
100.656300	Administrative Technology Service Purchased Services	5,000.00	5,000.00	5,000.00	-	100%	5,000.00	
100.656400	Administrative Technology Service Supplies				-			
100.656500	Administrative Technology Service Capital Outlay				-			
100.656600	Administrative Technology Service Debt Retirement				-			
100.656700	Administrative Technology Service Insurance				-			
100.661100	Buildings - Care Program Salaries	15,000.00	15,600.00	6,468.16	9,131.84	41%	15,600.00	
100.661200	Buildings - Care Program Benefits	9,335.34	9,456.72	3,858.22	5,598.50	41%	9,456.72	
100.661300	Buildings - Care Program Purchased Services	17,400.00	118,500.00	5,645.72	112,854.28	5%	118,500.00	
100.661400	Buildings - Care Program Supplies	6,000.00	6,000.00	2,211.20	3,788.80	37%	6,000.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance				-			
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	97,672.00	97,672.00	39,803.83	57,868.17	41%	97,672.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services	1,000.00	500.00	151.79	348.21	30%	500.00	
100.665400	Maintenance - Grounds Supplies	1,000.00	1,000.00	328.65	671.35	33%	1,000.00	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.667100	Security Program Salaries				-			
100.667200	Security Program Benefits				-			
100.667300	Security Program Purchased Services	1,000.00	1,000.00	690.92	309.08	69%	1,000.00	
100.667400	Security Program Supplies		100.00	80.85	19.15	81%	100.00	
100.667500	Security Program Capital Outlay				-			
100.667600	Security Program Debt Retirement				-			
100.667700	Security Program Insurance				-			
Subtotals:	**Support Services**	438,851.65	531,384.15	162,337.19	369,046.96	31%	531,384.15	
100.811300	Capital Assets - Non-Student Occupied Purchased Services		34,000.00	33,951.68	48.32	100%		
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-			
Subtotals:	**Non-Instruction**	-	34,000.00	33,951.68	48.32	100%	-	
100.920000	Transfers Out				-			
100.950000	Contingency Reserve	72,444.05			-			
Subtotals:	**Other**	72,444.05	-	-	-		-	
TOTAL GENERAL FUND EXPENDITURES		$1,230,025.77	$1,282,043.38	$385,989.08	$896,054.30	30%	$1,248,043.38	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**($30,144.77)**	**($97,413.38)**	**$491,527.36**			**($63,413.38)**	
	BEGINNING FUND BALANCE (July 1, 2013)	$249,000.00	$249,000.00	$249,000.00			$249,000.00	
	CHANGES IN FUND BALANCE	($30,144.77)	($97,413.38)	$491,527.36			($63,413.38)	
	ENDING FUND BALANCE AS OF _____	**$218,855.23**	**$151,586.62**	**$740,527.36**			**$185,586.62**	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-			
245.439000	Other State Revenue	18,775.00	13,775.00	3,911.00	9,864.00	28%	13,775.00	
245.460000	Transfers In				-			
TOTAL FUND REVENUE		$18,775.00	$13,775.00	$3,911.00	$9,864.00	28%	$13,775.00	
EXPENDITURES								
245.512100	Elementary Salaries				-			
245.512200	Elementary Benefits				-			
245.512300	Elementary Purchased Services	9,744.97	5,000.00	1,823.75	3,176.25	36%	5,000.00	
245.512400	Elementary Supplies	8,775.00	8,775.00		8,775.00	0%	8,775.00	
245.512500	Elementary Capital Outlay	5,000.00			-			
245.512600	Elementary Debt Retirement				-			
245.512700	Elementary Insurance				-			
245.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$23,519.97	$13,775.00	$1,823.75	$11,951.25	13%	$13,775.00	
TOTAL REVENUE OVER EXPENDITURES		**($4,744.97)**	**$0.00**	**$2,087.25**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$4,744.97	$4,744.97	$4,744.97			$4,744.97	
	CHANGES IN FUND BALANCE	($4,744.97)	$0.00	$2,087.25			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$4,744.97**	**$6,832.22**			**$4,744.97**	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	38,144.00	38,144.00	8,460.64	29,683.36	22%	38,144.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$38,144.00	$38,144.00	$8,460.64	$29,683.36	22%	$38,144.00	
EXPENDITURES								
251.512100	Elementary Salaries	24,662.50	24,662.50	6,732.27	17,930.23	27%	24,662.50	
251.512200	Elementary Benefits	11,290.06	11,290.06	3,958.26	7,331.80	35%	11,290.06	
251.512300	Elementary Purchased Services	1,000.00	1,000.00	603.13	396.87	60%	1,000.00	
251.512400	Elementary Supplies	1,191.44	1,191.44	565.90	625.54	47%	1,191.44	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$38,144.00	$38,144.00	$11,859.56	$26,284.44	31%	$38,144.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**($3,398.92)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($3,398.92)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($3,398.92)**			**$0.00**	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	36,925.00	36,925.00	16,212.30	20,712.70	44%	36,925.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$36,925.00	$36,925.00	$16,212.30	$20,712.70	44%	$36,925.00	
EXPENDITURES								
257.521100	Exceptional Child Salaries	20,600.00	20,600.00	12,400.01	8,199.99	60%	20,600.00	
257.521200	Exceptional Child Benefits	7,317.80	7,317.80	2,288.97	5,028.83	31%	7,317.80	
257.521300	Exceptional Child Purchased Services	5,623.80	5,623.80	5,623.80	-	100%	5,623.80	
257.521400	Exceptional Child Supplies	3,383.40	3,123.80	351.22	2,772.58	11%	3,123.80	
257.521500	Exceptional Child Capital Outlay		259.60	259.60	-	100%	259.60	
257.521600	Exceptional Child Debt Retirement				-			
257.521700	Exceptional Child Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$36,925.00	$36,925.00	$20,923.60	$16,001.40	57%	$36,925.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($4,711.30)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($4,711.30)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($4,711.30)**			**$0.00**	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	17,000.00	17,000.00	1,447.24	15,552.76	9%	17,000.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$17,000.00	$17,000.00	$1,447.24	$15,552.76	9%	$17,000.00	
EXPENDITURES								
271.621100	Instruction Improvement Salaries				-			
271.621200	Instruction Improvement Benefits				-			
271.621300	Instruction Improvement Purchased Services	17,000.00	16,916.89	4,155.89	12,761.00	25%	16,916.89	
271.621400	Instruction Improvement Supplies		83.11	83.11	-	100%	83.11	
271.621500	Instruction Improvement Capital Outlay				-			
271.621600	Instruction Improvement Debt Retirement				-			
271.621700	Instruction Improvement Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$17,000.00	$17,000.00	$4,239.00	$12,761.00	25%	$17,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($2,791.76)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($2,791.76)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($2,791.76)**			**$0.00**	

February 13, 2014

THE VILLAGE CHARTER SCHOOL --- FUND 750 (School Activities)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
750.417100	Admissions / Activities			12,188.73	(12,188.73)			
750.460000	Transfers In				-			
TOTAL FUND REVENUES		$0.00	$0.00	$12,188.73	($12,188.73)		$0.00	
EXPENDITURES								
750.532100	Student Activity Program Salaries				-			
750.532200	Student Activity Program Benefits				-			
750.532300	Student Activity Program Purchased Services			8,837.57	(8,837.57)			
750.532400	Student Activity Program Supplies			37.31	(37.31)			
400.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$0.00	$0.00	$8,874.88	($8,874.88)		$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$3,313.85**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$3,313.85			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**$3,313.85**			**$0.00**	

SUBJECT

Another Choice Virtual School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Another Choice Virtual School (ACVS) is a virtual public charter school approved by the Public Charter School Commission (PCSC) and located in Nampa. ACVS has served students throughout Idaho Education District 3 (Treasure Valley) since 2010, with a particular focus on meeting special education needs. ACVS currently enrolls approximately 320 students.

DISCUSSION

ACVS will provide an update on the status of the school.

After receiving a 2011-2012 Star Rating of 1 out of 5, ACVS's standardized test results improved; the school received a 2012-2013 Star Rating of 2 out of 5. Though ACVS made improvements on several measures and received 3 out of 5 points on both the proficiency and growth measures for reading, the school could benefit from additional improvement in math and language arts

ACVS had relatively low proficiency rates in both math (46.5%) and language arts (51.6%) and did not meet adequate growth in either subject. With its challenging population, ACVS is particularly focused on improving rates of growth for all students. The school is in year two of a three-year Turnaround Plan with the State Department of Education (SDE).

ACVS's financial situation is tight; they report ending FY13 with deficit of nearly $15,000. The school anticipates having a surplus in FY14 of nearly $18,000 and projects ending the year with a carryover of just over $3,000.

ACVS is interested in enrollment expansion; associated proposed charter amendments are discussed in a separate agenda item.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff makes no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Another Choice Virtual School (ACVS)
Address	1014 W. Hemingway Blvd, Nampa, ID 83651
Date of Site Visit	November 20, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	John Kelleher, Board Chair Harold Kropp, Member
Administrator(s) Interviewed	Kelsey Williams, Principal & Laura Sandidge, Director of Special Education
Business Manager / Clerk Interviewed	Ross Jones, part-time Business Manager
Other Stakeholder(s) Interviewed	Students (8); Teachers (5)

Board Member(s) Interview

John Kelleher, Board Chair and Harold Kropp participated in the interview. Mr. Kelleher has been on the AVCS board for two years and became the board chair two month ago; Mr. Kropp been on the board for approximately one and half years. The board members described the school's mission to "help students who are falling out of the system in many ways (special education, at-risk, etc.) and get them involved and through school".

The board members feel they have a good relationship with both Kelsey Peterson, Principal, and Laura Sandidge, Director of Special Education. They have a high level of respect for the administrators and described their relationship as one of give and take; they are able to ask for information and if the Kelsey or Laura don't have the information, they'll research it for the board. The board feels described the differentiation between their role and that of the administration, describing their responsibilities as directing the program but not managing it, making financial decisions, and supporting the administration and questioning them if things are not clear. They described the administration's role as managing the school, implementing the budget, and bringing important issues and updates to the board.

Approximately two years ago, the board did monthly trainings; packets were created by the school's principal, Kelsey Williams. The board believes that Mrs. Williams is in the process of planning some board training for this school year, but the members don't know the details about when or how it will be facilitated. AVCS had a board and staff retreat in Spring 2013, which included some training, informal evaluation discussions (about the school) and strategic planning. The board members do not believe that the board has ever conducted a formal self-evaluation, though they have occasionally had informal conversations about how they are doing. The board recently had two members resign, and thus has open seats. One of these members moved out of state, and the other (Ross Jones, the previous Board Chair), accepted a position of employment with the school (as the part-time Business Manager).

When asked about their concerns regarding the school's academics, operations, or finances, the board members responded that the school's finances are "a little thin" because of the cost of moving into a new facility (a little over a year ago), so they are watching them closely. The board members stated that they feel the school is academically strong and that they have great teachers. When the PCSC staff member inquired about how the board feels about the school's Star Rating (ACVS is currently has a 2 Star Rating), the board members responded that the hardest thing with the star evaluation is the challenge of their student population, since students are not reaching proficiency and the "state wants to see students at a C average or better and that's going to take a while." The PCSC staff member clarified that classroom grades are not a part of the Star Rating calculation and that the largest proportion of the school's points towards their rating comes from

measurements related to students' academic growth, and encouraged the board to speak with their administrators to gain a better understanding of the Star Rating system, where they are, and the strategies they are using to improve.

Administrator(s) Interview

Kelsey Williams, Principal, and Laura Sandidge, Director of Special Education, participated in the interview. The administrators reported on some of the changes that have occurred at ACVS in the past year. Though the mission and vision remain the same and the student population is similar, the administrators are continuing to clarify and refine the methods used to work with students. They have added required intervention programs for struggling students, and have found that 50% to 60% enrolled in interventions go on to pass the related core subject. Because participation can still be a challenge, the school offers incentives to encourage students to actively engage in their intervention courses. ACVS has also adjusted policies related to student attendance, making it clear that students who aren't demonstrating regular attendance must show work and growth to continue to be enrolled. The staff now have monthly data days during which the school's lab is closed and the teachers have the opportunity to get together and review and analyze student data and do collaborative problem-solving. Finally, ACVS is working on getting certified by the Division of Professional Technical Education to implement professional-technical education programming.

The administrators feel they have a good relationship with the board. The board members have different strengths, and the administrators feel that they are all behind the vision and active and willing to do what needs done. The board asks questions of the administrators and is supportive in making adjustments at the school.

To prepare for the transition to the Common Core State Standards (CCSS) this year and the Smarter Balanced Assessment next year, the ACVS administrators and teachers have been doing a book study focused on CCSS implementation. Teachers took the SBA so they could understand what to expect. Students are also doing SBAC practice prior to the field test so they can feel more prepared for the transition, particularly in terms of the format of the test.

Ms. Williams and Ms. Sandidge consider a variety of indicators when measuring success at ACVS. For them, success is very individualized; they look for each student to make individual progress and succeed by comparison to past results. They look for more independence and self-directedness from students and for caring teachers who push students as is appropriate and beneficial for each.

Finally, when asked about their current concerns for the school, the administrators said one of their biggest challenges is finding and implementing interventions (with struggling students) that are geared for the virtual environment. Additionally, finances are always a focus, particularly since they need to make improvements to their facility. Finally, the administrators have an ongoing focus for bettering online teaching strategies.

Business Manager / Clerk Interview

Ross Jones, Business Manager, participated in the interview. Mr. Jones was previously a member of the ACVS board; he resigned from the board and accepted the part-time position of Business Manager in July 2013. Mr. Jones has a background in business finance, but this is first time working in school finance (other than in his oversight role on the board). ACVS currently has a contract with the school's previous Business Manager, to provide training and support to Mr. Jones. Additionally, he plans to access other training as it is made available. When asked how he feels the school is doing financially, Mr. Jones responded that he feels the school's finances are tracking well so far and that it helps to have the Business Manager on site (the school's previous

Business Manager worked remotely). The FY14 budget was completed before Mr. Jones began his position, so he was not involved in the budget development process this year. Mr. Jones is currently learning account numbers and correcting coding as needed.

Monitoring of the school's budget and finances is a regular activity for Mr. Jones; he stated that there is "nothing spent" that he doesn't see and that he is careful to stay on top of all expenses. The school has a two signature system for checks, with each check requiring his signature as well as Ms. Sandidge's, so there are always two sets of eyes reviewing costs. The board receives monthly financial reports at board meetings.

Student Meeting

The PCSC staff member had the opportunity to meet with eight (8) of ACVS's 3rd through 12th grade students. When asked for open and honest feedback, students gave the following responses.

How can this school improve?

- Sometimes the laptops freeze up and sometimes we're hesitant to tell the school because you have to pay for it if it's broken.
- When there are a lot of students in the lab, the internet can be really slow.
- It would be nice to have more interaction with other students.
- Sometimes the lab gets pretty crowded – it would be good to have more seats / spaces.
- It would help if we could have more lab hours (especially in evening for students who work).
- We'd like to have a longer lunch break – if you leave to get food off-campus, it's hard to have time to eat before you're supposed to be back.
- Some of the teachers are a little too strict about talking in the lab.
- We'd like to have more field trips.
- It would be cool if they'd offer incentives for work completion, like a punchcard or something.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 6
- Sort of / not so much (thumb to the middle): 4
- Definitely No (thumb down): 0

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- Sometimes I'm challenged; sometimes things are hard (several students nodded).
- I feel challenged because I have to have the motivation to do the school work.
- For students who are ESL, it's harder.

What do you like about going to school here?

- They acknowledge what you're good at and encourage you.
- Teachers communicate with us and tell us how we can improve.
- I like going off-campus; I like the freedom- I can take breaks when I need to.
- I can work when / where I want to--- I can do work from home; I don't have to come to school, which is helpful when the weather is bad; I can go out of state (even for a month) and I don't have to get behind on my coursework.
- It's easy to catch up and get a good grade.
- I like the clubs, student council, dances, and winter retreat.

Teacher Meeting

The PCSC staff member had the opportunity to meet with five (5) ACVS teachers. When asked for open and honest feedback, teachers gave the following responses:

How can ACVS improve?

- We would like to do live classes over the internet, and ideally, expect students to be there (at least for some).
- Maybe we could have a weekly log-in time or advisory; the archive exists, but few students use it.
- As teachers, we'd like to continue to get regular feedback on our instruction from the administrators.
- Space is a challenge because of the number of students that come into the lab; bigger bathrooms would help.
- We'd like to do parent info nights for younger kids, because the earlier grades can be a little more challenging to facilitate virtually.
- Parent involvement could improve, especially for the secondary level since the education partner isn't required at that level.
- We could have more thorough training for teachers and kids on new programs (like Gradpoint, etc.).

Describe your professional development. Do strategies and ideas leaned through professional development get applied?

- Every other Friday, we have professional development; right now, we're doing book studies on the CCSS.
- We're given collaboration time to plan and apply what we learned in professional development, which helps.
- The administrators are open to our ideas for external professional development, conferences, etc.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- We're currently implementing CCS and have been gearing classes to CCSS as much as we can since opening the school, so we're not having to change our thinking much; rather, we're expanding our knowledge of CCSS.
- We took the practice test for the SBA, and that helped.

What is going well at ACVS? What do you like about working here?

- The administrators set high standards and they really care about the staff; they're very supportive.
- The staff really gets along; we work together well, and the teachers are on the same page with what's happening with our students.
- The data days (which are new this year) really help.
- The flexibility and individualized learning the school offers.
- It's rewarding to work with students who wouldn't do well in a brick and mortar school and help them; we can help them learn they don't have to dropout or go the GED route – we figure it out with them and support them.
- Being a blended school; students like that they can come in to the lab and get focused support.

Documents Review

Finances

The FY13 year-end and FY14 year-to-date finances were reviewed. Ross Jones was available to answer questions. The financial situation at ACVS remains tight. After ending FY12 with a nearly $90,000 deficit, in FY13, ACVS had a single-year surplus (with revenue exceeding expenses) of approximately $74,000 and ended FY13 with a $14,471 deficit. The school anticipates another single-year surplus in FY14 and projects ending FY14 with a small, positive carryover. The financial documents that were reviewed appeared to be in order.

Special Education Files

Three (3) special education files were selected at random for review. Laura Sandidge was available to answer questions. The files were complete and well-organized. All IEPs were up-to-date and included LRE documentation and clear accommodations. With one of these files, the IEP in the hard-copy file was out-of-date, however, Mrs. Sandidge provided the PCSC staff member with access to the student's electronic file, where the recently updated IEP was available for review. Two (2) of the three (3) files included progress reports (the third is a newer student who had not yet completed the first progress report period). All files included evidence of ACVS's communication with parents and / or outside schools or agencies. At this time, there are no concerns about the reviewed files.

Classroom Observations

The PCSC staff member had the opportunity to observe ACVS students working in the elementary and secondary computer labs at the school. The elementary lab had two (2) teachers available to assist students, and two (2) students actively working. One (1) of these students was doing so independently, while the other was working with assistance (the person working with the student appeared to be a family member or aide). There were 16 to 19 students working in the secondary lab; some students left and new students arrived during the observation. Of these, approximately six (6) to eight (8) students at any given time were receiving support; some of these were clearly working with ACVS staff (approximately 4 to 6); the PCSC staff member could not determine whether the remaining two (2) students were working with ACVS staff (possibly aides) or with family members / friends. The majority of students in both labs were clearly engaged in a learning activity; a few of the students in the secondary lab appeared to be taking breaks (they were checking e-mail or playing non-educational games online). The elementary lab was very quiet; the

secondary lab was relatively quiet, though a few students were talking quietly (for the most part, this did not appear to be disruptive to the learning environment). Teachers and students appeared to demonstrate mutual respect.

Summary

Strengths

- The school's labs appear to be conducive to learning; teachers and aides were available at all times to assist students.
- Students report appreciating this model; they like both flexibility to learn in the virtual environment at a variety of times and places and the in-person support they can receive at the school's lab
- Teachers report having strong collaborative relationships with each other and the administrators; the teachers appreciate the new data days that allow them to work together to analyze student data and plan strategies for assisting struggling students
- The school's Star Rating improved from a 1 Star Rating for 2011-2012 to a 2 Star Rating in 2012-2013
- Because of the school's focus on students with learning differences, special education services appear to be organized.

Challenges or Areas for Improvement

- Academics outcomes could still improve, as reflected by the school's 2 Star Rating.
- Based on staff and student feedback and PCSC observations, the secondary lab / facility spaces appears to be quite tight, particularly at popular times of day.
- It appears that the ACVS board could benefit from a more comprehensive, cohesive board training and self-evaluation plan.

Concerns

- The school's academic outcomes (2 Star Rating) and tight finances are of concern.

Possible Charter Amendments

- The board and administration have communicated an intention to propose appropriate charter amendments to increase the school's enrollment caps.

Recommendations

- PCSC staff recommends that the ACVS board and administration continue to implement strategies to improve the school's academic outcomes.
- PCSC staff recommends that the ACVS board and administration consider developing a comprehensive, cohesive board training and self-evaluation plan.
- PCSC staff recommends that the administrator, clerk, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year with a carryover.

Materials or Follow-up Requested of the School

No follow-up was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: January 14, 2014

School Name: Another Choice Virtual Charter School

School Address: 1014 W. Hemingway Blvd.; Nampa, Idaho 83651
School Phone: 208.475.4255
Current School Year: 2013-2014

School Mission: Another Choice Virtual Charter School seeks to provide a safe, individualized educational experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
John Kelleher, Ph.D.	Chairman, 6.17.13 -6.17.16	Education; Special Education	jnkelleher@fmtcblue.com	208-459-4850
Misty Puckett	Secretary/Treasurer, 6.17.13 -6.17.16	Parent	mistylp77@yahoo.com	208-371-0591
Harold Kropp	Member, 6/1/2012 - 6/1/2015	Finance; Boards; Building	hrkropp@msn.com	208-989-2081
Landon Shaffer, MBA	Member, 6.17.13 - 6.17.14	Business; Financial; Media	landon@oxleymaybon.com	208-859-7095
Amanda Towle Popescu	Member, 11.18.13 - 11.18.16	Education; Technology	amandatowle@yahoo.com	(208) 789-8056

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	5	4	96%	0	9	96%
1	8	7	96%	0	7	96%
2	9	8	96%	1	9	96%
3	11	10	96%	1	16	96%
4	18	18	96%	3	12	96%
5	17	16	96%	3	19	96%
6	30	30	96%	4	24	96%
7	30	30	96%	6	27	96%
8	38	38	96%	4	45	96%
9	42	41	96%	5	31	96%
10	29	29	96%	4	45	96%
11	47	47	96%	5	39	96%
12	41	41	96%	6	32	96%
TOTAL	**325**	**319**	**96%**	**42**	**315**	**96%**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	59 and 18%	7 and 2%	238 and 75%	4 and 1.5%	2 and 1%	25 and 8%	217 and 68%	126 and 40%
Previous	69 and 22%	2 and 1%	222 and 71%	4 and 1.5%	3 and 1%	40 - 13%	223 and 71 %	118 - 38.06%

FACULTY AND STAFF

Administrator Name(s): Kelsey Williams Ph.D. & Laura Sandidge Ph.D.
Administrator's Hire Date: 8/1/2010 & 8/4/2010
Administrator Email(s): kwilliams@anotherchoicecharter.org & lsandidge@anotherchoicecharter.org

Current Classified Staff (# FTE): 4.77
Current Faculty (# FTE): 17

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? Yes
Does your school currently have a school improvement status with the SDE? Yes
If yes, please specify your school's status (Focus, Priority): Turnaround (Year 2 of 3)

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Our school was very excited to move from a one star school to a two star school. We are actively working to move to three star status and have instituted a monthly all staff all day meeting to fully review and analyze the data that is generated from our school. Every teacher actively reviews the data for every one of their students within the School Net program and with ACVS generated data that is derived from our on-going data collection procedures. We have instituted a rigorous system of academic review and probation for all our students that is Board approved and sanctioned. We have been aggressive in working individually and in groups with our students to keep them off of academic probation. At the beginning of both semesters we have reviewed the testing data for our students and if they were not proficient in math or reading they have been strongly encouraged and at times mandated to take a math and/or reading extension class to develop their underlying skills.

Please describe the greatest successes experienced by your school in the past year:

Student growth by far was our greatest success last year and we are determined to have that as our greatest success again this year. Over 80% of our students are at risk for academic failure, their teachers and the administrative staff is committed in reducing those odds significantly. We had our highest graduating class last year to date and we fully expect to beat our record again this year. Additionally, we were very successful fiscally this past year as demonstrated by our fiscal audit and a documented positive net position of $73,743. We are diligent in monitoring all expenses and have increased our rigor in that area this fiscal year as well.

Please describe any challenges you anticipate during the upcoming year:

Our biggest challenge this year is increasing our scores. We are determined to increase them. We are determined to help our students connect with their education and their learning and this is a challenge with our student population. However, our students are succeeding. We are making continual gains monthly on having academic growth. We are encouraged and excited about our student progress this year.

Please add any additional information of which you would like to make your authorizer aware:
Our teachers and board members joined together last spring to develop a strategic plan for student academic growth for this school year. We are moving consistently in a positive manner towards obtaining the goals set forth in that planning session. Our school improvement team meets weekly to monitor and evaluate the results of our school improvement plan. We are seeing positive growth in our students with increased completion of student assignments. Our school's focus is learning differences. Families come to us very often because they have not been successful in other more traditional environments. We know we are making a solid difference in the lives of these students and in their families. We have seen the students' graduate when every statistic would say the student would be a failure. We have celebrated with our students when they have come off of academic probation and have discovered that they can be successful in a school environment. We consistently have a waiting list of several students with parents wanting their children to come to our school. It is challenging work, but the results we are objectively and subjectively seeing are worth the efforts.

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	-	-	-	-		-	
416100 School Food Service	-	-	-	-		-	
416200 Meal sales: non-reimbursable	-	-	-	-		-	
416900 Other Food Sales	-	-	-	-		-	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	-	-	-	-		-	
419900 Other Local Revenue	250,000.00	250,000.00	11,962.67	238,037.33	5%	250,000.00	
431100 Base Support Program	1,656,951.00	1,656,951.00	1,296,016.00	360,935.00	78%	1,656,951.00	
431200 Transportation Support	-	-	-	-		-	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	166,021.00	166,021.00	-	166,021.00	0%	166,021.00	
431900 Other State Support	57,117.00	57,117.00	14,786.85	42,330.15	26%	57,117.00	
437000 Lottery / Addtl State Maintenance	15,000.00	15,000.00	6,468.00	8,532.00	43%	15,000.00	
439000 Other State Revenue	-	-	-	-		-	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	4,286.00	4,286.00	-	4,286.00	0%	4,286.00	
445000 Title I - ESEA	81,241.00	81,241.00	30,218.88	51,022.12	37%	81,241.00	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	57,529.00	57,529.00	18,297.90	39,231.10	32%	57,529.00	
445900 Other Indirect Restricted Federal	-	-	-	-		-	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	-	-	-	-		-	
TOTAL REVENUE	**$2,288,145.00**	**$2,288,145.00**	**$1,377,750.30**	**$910,394.70**	**60%**	**$2,288,145.00**	

February 13, 2014

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	963,178.00	988,178.00	444,077.06	544,100.94	45%	963,178.00	
200 EMPLOYEE BENEFITS	351,446.00	356,446.00	157,896.61	198,549.39	44%	351,446.00	
300 PURCHASED SERVICES	584,483.00	547,483.00	176,433.37	371,049.63	32%	584,483.00	
400 SUPPLIES	157,651.00	157,651.00	129,607.77	28,043.23	82%	157,651.00	
500 CAPITAL OUTLAY	80,000.00	78,000.00	45,187.36	32,812.64	58%	80,000.00	
600 DEBT RETIREMENT	500.00	2,500.00	1,241.82	1,258.18	50%	500.00	
700 INSURANCE	33,000.00	40,000.00	10,217.00	29,783.00	26%	33,000.00	
920000 TRANSFERS OUT	-	-	-	-		-	
TOTAL EXPENDITURES	**$2,170,258.00**	**$2,170,258.00**	**$964,660.99**	**$1,205,597.01**	**44%**	**$2,170,258.00**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$117,887.00**	**$117,887.00**	**$413,089.31**			**$117,887.00**	
TOTAL BEGINNING BALANCE (All Funds)	**($14,741.06)**	**($14,741.06)**	**($14,741.06)**			**($14,741.06)**	
TOTAL CHANGES (All Funds)	**$17,887.00**	**$17,887.00**	**$413,089.31**			**$17,887.00**	
ENDING BALANCE (All Funds)	**$3,145.94**	**$3,145.94**	**$398,348.25**			**$3,145.94**	

February 13, 2014

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	($14,741.06)	($14,741.06)	($14,741.06)			($14,741.06)	
100 Changes in Fund Balance	$17,887.00	$17,887.00	$417,805.74			$17,887.00	
100 Ending Fund Balance	$3,145.94	$3,145.94	$403,064.68			$3,145.94	
251 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
251 Changes in Fund Balance	$0.00	$0.00	$1,239.48			$0.00	
251 Ending Fund Balance	$0.00	$0.00	$1,239.48			$0.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($5,585.91)			$0.00	
257 Ending Fund Balance	$0.00	$0.00	($5,585.91)			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($370.00)			$0.00	
271 Ending Fund Balance	$0.00	$0.00	($370.00)			$0.00	

February 13, 2014

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments				-			
100.419100	Rentals				-			
100.419200	Contributions/Donations				-			
100.419900	Other Local Revenue	250,000.00	250,000.00	11,962.67	238,037.33	5%	250,000.00	
100.431100	Base Support	1,656,951.00	1,656,951.00	1,296,016.00	360,935.00	78%	1,656,951.00	
100.431200	Transportation Support				-			
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	166,021.00	166,021.00	-	166,021.00	0%	166,021.00	
100.431900	Other State Support	57,117.00	57,117.00	14,786.85	42,330.15	26%	57,117.00	
100.437000	Lottery / Addtl State Maintenance	15,000.00	15,000.00	6,468.00	8,532.00	43%	15,000.00	
100.439000	Other State Revenue				-			
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		$2,145,089.00	$2,145,089.00	$1,329,233.52	815,855.48	62%	$2,145,089.00	
EXPENDITURES								
100.512100	Elementary Salaries	142,557.00	142,557.00	56,846.88	85,710.12	40%	142,557.00	
100.512200	Elementary Benefits	53,892.00	53,892.00	21,578.49	32,313.51	40%	53,892.00	
100.512300	Elementary Purchased Services				-			
100.512400	Elementary Supplies	5,000.00	5,000.00	1,639.24	3,360.76	33%	5,000.00	
100.512500	Elementary Capital Outlay				-			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			
100.515100	Secondary Salaries	435,729.00	435,729.00	187,112.62	248,616.38	43%	435,729.00	
100.515200	Secondary Benefits	164,977.00	164,977.00	67,696.21	97,280.79	41%	164,977.00	
100.515300	Secondary Purchased Services	600.00	600.00	-	600.00	0%	600.00	
100.515400	Secondary Supplies	5,000.00	5,000.00	1,200.16	3,799.84	24%	5,000.00	
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			
100.541100	Summer School Program Salaries	-	25,000.00	25,816.67	(816.67)	103%		
100.541200	Summer School Program Benefits	-	5,000.00	5,146.97	(146.97)	103%		
100.541300	Summer School Program Purchased Services				-			
100.541400	Summer School Program Supplies				-			
100.541500	Summer School Program Capital Outlay				-			
100.541600	Summer School Program Debt Retirement				-			
100.541700	Summer School Program Insurance				-			
Subtotals:	**Instruction**	807,755.00	837,755.00	367,037.24	470,717.76	44%	807,755.00	

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.616100	Special Services Program Salaries				-			
100.616200	Special Services Program Benefits				-			
100.616300	Special Services Program Purchased Services	100,000.00	100,000.00	52,639.56	47,360.44	53%	100,000.00	
100.616400	Special Services Program Supplies				-			
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.621100	Instruction Improvement Salaries				-			
100.621200	Instruction Improvement Benefits				-			
100.621300	Instruction Improvement Purchased Services	271,400.00	241,400.00	44,947.69	196,452.31	19%	271,400.00	
100.621400	Instruction Improvement Supplies				-			
100.621500	Instruction Improvement Capital Outlay				-			
100.621600	Instruction Improvement Debt Retirement				-			
100.621700	Instruction Improvement Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	8,000.00	8,000.00	3,450.00	4,550.00	43%	8,000.00	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance	28,000.00	28,000.00	-	28,000.00	0%	28,000.00	
100.632100	District Administration Program Salaries	296,892.00	296,892.00	135,429.69	161,462.31	46%	296,892.00	
100.632200	District Administration Program Benefits	112,939.00	112,939.00	50,044.77	62,894.23	44%	112,939.00	
100.632300	District Administration Program Purchased Services	8,000.00	8,000.00	1,580.00	6,420.00	20%	8,000.00	
100.632400	District Administration Program Supplies	24,500.00	24,500.00	6,785.03	17,714.97	28%	24,500.00	
100.632500	District Administration Program Capital Outlay	5,000.00	3,000.00	269.99	2,730.01	9%	5,000.00	
100.632600	District Administration Program Debt Retirement	500.00	2,500.00	1,241.82	1,258.18	50%	500.00	
100.632700	District Administration Program Insurance				-			
100.656100	Administrative Technology Service Salaries				-			
100.656200	Administrative Technology Service Benefits				-			
100.656300	Administrative Technology Service Purchased Services	25,000.00	25,000.00	15,565.00	9,435.00	62%	25,000.00	
100.656400	Administrative Technology Service Supplies	84,000.00	84,000.00	119,841.40	(35,841.40)	143%	84,000.00	
100.656500	Administrative Technology Service Capital Outlay	75,000.00	75,000.00	44,917.37	30,082.63	60%	75,000.00	
100.656600	Administrative Technology Service Debt Retirement				-			
100.656700	Administrative Technology Service Insurance				-			
100.661100	Buildings - Care Program Salaries				-			
100.661200	Buildings - Care Program Benefits				-			
100.661300	Buildings - Care Program Purchased Services	155,216.00	148,216.00	55,728.86	92,487.14	38%	155,216.00	
100.661400	Buildings - Care Program Supplies	15,000.00	15,000.00	-	15,000.00	0%	15,000.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	5,000.00	12,000.00	10,217.00	1,783.00	85%	5,000.00	

February 13, 2014

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services	5,000.00	5,000.00	1,732.36	3,267.64	35%	5,000.00	
100.665400	Maintenance - Grounds Supplies				-			
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
Subtotals:	**Support Services**	1,219,447.00	1,189,447.00	544,390.54	645,056.46	46%	1,219,447.00	
100.710100	Child Nutrition Salaries				-			
100.710200	Child Nutrition Benefits				-			
100.710300	Child Nutrition Purchased Services				-			
100.710400	Child Nutirition Supplies				-			
100.710500	Child Nutrition Capital Outlay				-			
100.710600	Child Nutrition Debt Retirement				-			
100.710700	Child Nutrition Insurance				-			
100.810300	Capital Assets - Student Occupied Purchased Services				-			
100.810400	Capital Assets - Student Occupied Supplies				-			
100.810500	Capital Assets - Student Occupied Capital Outlay				-			
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-			
Subtotals:	**Non-Instruction**	-	-	-	-		-	
100.920000	Transfers Out				-			
100.950000	Contingency Reserve	100,000.00	100,000.00	-	100,000.00	0%	100,000.00	
Subtotals:	**Other**	100,000.00	100,000.00	-	100,000.00	0%	100,000.00	
TOTAL GENERAL FUND EXPENDITURES		$2,127,202.00	$2,127,202.00	$911,427.78	$1,215,774.22	43%	$2,127,202.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$17,887.00**	**$17,887.00**	**$417,805.74**			**$17,887.00**	
	BEGINNING FUND BALANCE (July 1, 2013)	($14,741.06)	($14,741.06)	($14,741.06)			($14,741.06)	
	CHANGES IN FUND BALANCE	$17,887.00	$17,887.00	$417,805.74			$17,887.00	
	ENDING FUND BALANCE AS OF _____	**$3,145.94**	**$3,145.94**	**$403,064.68**			**$3,145.94**	

February 13, 2014

NAME OF SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	81,241.00	81,241.00	30,218.88	51,022.12	37%	81,241.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$81,241.00	$81,241.00	$30,218.88	$51,022.12	37%	$81,241.00	
EXPENDITURES								
251.512100	Elementary Salaries	53,000.00	53,000.00	21,371.24	31,628.76	40%	53,000.00	
251.512200	Elementary Benefits	16,960.00	16,960.00	7,298.83	9,661.17	43%	16,960.00	
251.512300	Elementary Purchased Services	6,981.00	6,981.00	419.90	6,561.10	6%	6,981.00	
251.512400	Elementary Supplies	4,300.00	4,300.00	(110.57)	4,410.57	-3%	4,300.00	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$81,241.00	$81,241.00	$28,979.40	$52,261.60	36%	$81,241.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**$1,239.48**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$1,239.48			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**$1,239.48**			**$0.00**	

February 13, 2014

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	57,529.00	57,529.00	18,297.90	39,231.10	32%	57,529.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$57,529.00	$57,529.00	$18,297.90	$39,231.10	32%	$57,529.00	
EXPENDITURES								
257.521100	Exceptional Child Salaries	35,000.00	35,000.00	17,499.96	17,500.04	50%	35,000.00	
257.521200	Exceptional Child Benefits	2,678.00	2,678.00	6,131.34	(3,453.34)	229%	2,678.00	
257.521300	Exceptional Child Purchased Services				-			
257.521400	Exceptional Child Supplies	19,851.00	19,851.00	252.51	19,598.49	1%	19,851.00	
257.521500	Exceptional Child Capital Outlay				-			
257.521600	Exceptional Child Debt Retirement				-			
257.521700	Exceptional Child Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$57,529.00	$57,529.00	$23,883.81	$33,645.19	42%	$57,529.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($5,585.91)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($5,585.91)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($5,585.91)**			**$0.00**	

February 13, 2014

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal	4,286.00	4,286.00		4,286.00	0%	4,286.00	
271.445900	Other Indirect Restricted Federal				-			
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$4,286.00	$4,286.00	$0.00	$4,286.00	0%	$4,286.00	
EXPENDITURES								
271.512100	Elementary Salaries				-			
271.512200	Elementary Benefits				-			
271.512300	Elementary Purchased Services	4,286.00	4,286.00	370.00	3,916.00	9%	4,286.00	
271.512400	Elementary Supplies				-			
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$4,286.00	$4,286.00	$370.00	$3,916.00	9%	$4,286.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($370.00)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($370.00)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($370.00)**			**$0.00**	

SUBJECT

Compass Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Compass Public Charter School (Compass) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Meridian since 2005. Compass serves approximately 580 students in grades K-12.

DISCUSSION

Compass will provide an annual update on the status of the school.

Compass continues to produce stellar academic results. Compass achieved a 5 out of 5 Star Rating for both the 2011-2012 and 2012-2013 school years.

Compass reports that they have implemented Professional Learning Communities (PLCs) to aid staff in effectively implementing the new Idaho Core Standards. The board, administration, and staff have also worked together to develop a revised Compass model and a branding / marketing campaign for the school (including a new logo). Proposed charter amendments reflecting these changes are discussed in a separate agenda item.

Compass's fiscal stability is apparent. The school ended FY13 with a carryover of over $1,200,000. The school anticipates a single-year loss of just under $88,000 and projects an FY14 carryover of approximately $1,118,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff makes no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Compass Public Charter School
Address	2511 West Cherry Lane, Meridian, ID 83642
Date of Site Visit	November 20, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Mike Adolf, Chair Jim Escobar, Vice Chair Jason Hessing, Secretary
Administrator(s) Interviewed	Kelly Trudeau, Administrator Leadership Team
Business Manager / Clerk Interviewed	Cindy Stover, Business Manager
Other Stakeholder(s) Interviewed	Students (6); Teachers (5)

Board Member(s) Interview

Mike Adolf, Board Chair, Jim Escobar, Vice Chair, and Jason Hessing, Secretary, took part in the interview. The board members reported that the board and administration have made some changes in the past year. They intend to propose charter amendments that re-vision and refine the school's mission and educational program. The board intends to keep the overarching principles of the original mission and charter, but will be updating language to align to the school's current methods and operations while removing Harbor language since the Harbor Institute is no longer in existence. The board views this re-visioning and re-branding process as the first phase of a capital campaign and hope that it will aid them in building community awareness of Compass.

The board members feel they have a good relationship with the school's administrator, Kelly Trudeau. They believe there is healthy respect in both directions, good communication, and that everyone knows their roles. The board feels that Mrs. Trudeau uses the board help appropriately; in turn, the board tries to focus on governing while staying out of the minutiae of the school's daily operations.

Board training is done primarily using external resources, including the ISBA, conferences, and webinars. The board has a packet for new board members, but noted that new member training is an area they could further develop. The board hasn't had a new member for approximately two years, so this has not been problematic. The board has not done a formal self-evaluation since spring 2012, but has had informal discussions reflecting when they do training or strategic planning.

When asked about concerns they have regarding the school's academics, operations, or finances, the board expressed that they want to maintain strong academic performance through the transition to the Common Core State Standards (CCSS) and Smarter Balanced Assessment (SBA), and that they hope to have a successful capital campaign that will allow them to generate the income they need to grow, since the school's current facility limits their options. Other areas for growth identified by the board are improving board recruitment efforts to increase diversity on the board and re-engaging parents. In spring 2013, the board organized a parent engagement committee, and they plan to implement some of the committee's recommendations.

Administrator(s) Interview

Kelly Trudeau participated in the interview. She was joined by the school's leadership team, including Ric Jacob, High School Team Leader; Susan Luke, Elementary Team Leader; and Debbie Foster, Curriculum Coach. The group updated the PCSC staff member on changes at the

school related to the implementation of the mission and charter. Compass is currently going through a re-branding effort. Charter amendments will be proposed, including a revised mission and some adjusted language regarding the educational program. Compass will continue implementing the major components of the original charter, including a positive school culture and good teaching practices, but the specifics of the educational program have been modified and will be referred to as the Compass model. Other changes happening at Compass include implementation of the Common Core State Standards (CCSS) and Professional Learning Communities (PLCs) and the receipt of a technology grant that is allowing Compass to make technology upgrades, including providing high school students with iPads for school use and having an iPad mobile lab for use by elementary and middle school classrooms.

Mrs. Trudeau stated that she has a very good relationship with the board. There have been minimal shifts on the board, and Mrs. Trudeau feels the board trusts her and the leadership team and is careful to not micromanage while still being available to answer questions or address concerns.

The administrator and leadership team measure success at Compass based on a number of factors: academic growth as revealed through formal / standardized and informal assessments; formative assessments which assess students where they are and then guide teachers in helping students set individualized learning targets; student progress as revealed by results / reflections of student-led conferences (with their parent and teacher); students' reflections / demonstration of character development; and school culture.

While Mrs. Trudeau and the leadership team have no significant concerns about the school, they noted that finances are always a focus point, particularly in terms of dealing with the school's potential for growth and facilities limitations. As they grow, they also want to make sure the school stays aligned to the mission and educational program. Finally, though they are not substantially worried, they recognize that the school is in a big transition with the CCSS, new technology, and other changes at the state level. They feel that the leadership team has a good sense of direction and knows where the school needs to be going, but they need to help make sure it happens effectively.

Business Manager / Clerk Interview

A brief interview about finances was conducted with Cindy Stover, Business Manager, and Kelly Trudeau, Administrator. Both expressed that they continue to be comfortable with the school's financial situation. The school's carryover / reserves increased in FY13. Mrs. Stover anticipates that Compass will have expenditures that exceed revenue for FY14, based both on the school's initial budget for this year and unexpected costs (facilities maintenance, etc.). Despite this, the school will end FY14 with a solid carryover.

Mrs. Stover monitors the school's finances regularly to make sure that each check that is written is for a reasonable expense and appropriate funds are available for it. Mrs. Trudeau and the board receive weekly accounts payable reports and monthly financial reports at board meetings. Additionally, to ensure appropriate separation of duties / checks and balances, the school uses a binder with sections that are reviewed by Mrs. Trudeau and a board member.

Student Meeting

The PCSC staff member had the opportunity to meet with six (6) Compass students. When asked for open and honest feedback, students gave the following responses.

How can this school improve?

- In certain classes, teachers may teach more to the middle and not challenge the higher / more advanced learners enough.
- Some classes are kind of repetitive - we learn the same things for a while and don't move on fast enough – this may be to help struggling students catch up but students who already got it can get bored .
- Some of our busses are super crowded (sometimes we have three students to a seat).
- Student of the month is cool, but it would be nice if there were also other incentives (like going to Subway or 4.0 dinners like we used to do).
- Sometimes when we have big projects, it feels like we're rushed and don't have enough time to get it done or do our best work.
- It would be nice to have more play / recess space – the field isn't very big.
- Some assignments feel like they may be useless or don't have a connection to what we're learning; we want them to have meaning / help us learn.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 0
- Sort of / not so much (thumb to the middle): 6
- Definitely No (thumb down): 0

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- Some classes are definitely easier than others (based on our strengths and weaknesses, but also the teachers); most of the time I feel challenged.
- When I first came here, I felt more challenged and now it's easier – it feels like maybe the CCSS might be easier or repetitive or maybe like we used to be learning more things and now we're spending more time / going deeper on fewer subjects / topics.
- Sometimes we have a lot of work but its easy work but the workload is a lot (rather than having less work that's more challenging); then there are times when we don't have enough homework.

What do you like about going to school here?

- You know everyone – the people (including the kids) are awesome; it's fun.
- Teachers know you and your learning needs and they work to make learning fun.
- Feeling safe; having freedom to say what you want without fear of teasing or bullying.
- The opportunity to learn with my peers and teach younger students; getting to connect with students of different ages.
- The amount of contact we have with our teachers; the teachers are amazing and willing to talk and help you; they find a good balance of having fun with their classes and getting us down to work.
- I like learning through projects – I can be creative and learn.

- The homework policy now is good; it's a better balance than before.
- The integration between subjects.

Teacher Meeting

The PCSC staff member had the opportunity to meet with five (5) Compass teachers. When asked for open and honest feedback, teachers gave the following responses:

How can Compass improve?

- We're integrating technology, but we've ended up with multiple types of electronic communication and what we put up on the board -- when I give an assignment, it goes out multiple ways and it's a lot to maintain.
- I know technology will be great when we get there, but right now it's a big adjustment; also, right now, we're struggling with getting computers for students, but I think this will be solved when we get the iPad mobile lab.
- The building is a challenge; we're spread out and not connected and space is tight.
- There have been some instances of political bias in teaching (with one side presented heavily); we think it's important that all teachers be diligent in presenting both sides and being objective.
- Communication could improve; it would be good to clarify the ideal methods for certain things, especially for addressing teacher-to-teacher conflicts (I'd prefer people be expected to go to each other to try to address it before they go to the administrator).
- Philosophically, there is a challenge right now between depth vs. the reduced homework policy; we can't always go as far into something in class time as is ideal and I'd like to have students take some of the work home but I get pushback because of the homework policy; I question whether is the best use of time to have them write in class vs. writing at home and discussing in class. Really, we'd like more freedom to decide if / when homework is best.

Describe the professional development you receive. Is it effective and applicable?

- This year, we have more meetings than ever and it's been hard to be out of the classroom or do it in the morning or afternoon; we like PLCs but all the meetings together (board meetings, team meetings, technology, PLCs, PFA, grade level meetings, etc.) add up to a lot of time.
- We're in a delicate period where we're shifting some of our instructional practices.

Do you feel prepared for Common Core implementation (this year), and later, for the transition to the Smarter Balanced Assessment (SBA)?

- I feel pretty good about where we are.
- I want the kids to score well, so in the back of my head I'm always wondering if we're doing it (CCSS implementation / SBA prep) really well.

What's going well? What do you like about working here?

- The students are fantastic – they work hard and are happy to be here.
- The teachers are awesome; we get along well and are on the same page (a united team); people encourage each other and give each other ideas; team morale is high- we're a tight knit community.
- We all put students first and know they are the priority.

- The collaborative meetings are effective; I like the PLCs.
- I love that we have a clear mission and we all know what it is.
- The school culture is positive and the parents are supportive.
- I love the upper high school program with the dual credit opportunities and apprenticeships.
- The administrator is amazing and does a great job of keeping everyone on the same trail (philosophically); you know what is expected of you.
- The curriculum is horizontally and vertically aligned well, which allows each of us to focus on our piece; lots of grade below - grade above collaboration helps.

Documents Review

Finances

The FY13 end-year and FY14 year-to-date finances were reviewed. Cindy Stover was available to answer questions. Compass had a surplus in FY13, increasing the school's carryover by almost $200,000 and ending the year with a total carryover of over $640,000. Mrs. Stover projects that Compass will spend down some of the school's carryover this year and end the year with a single-year loss because of additional substitute costs (to cover teachers while they are in PLC meetings once per month) and facilities repairs. At this time, the PCSC staff member who conducted the visit does not have any significant concerns about Compass's finances or the documentation reviewed.

Special Education Files

Two (2) special education files were selected at random by the PCSC staff for review (rather than the standard three due to time limitations). Both IEPs were up-to-date, including accommodations and LRE documentation. Current eligibility reports and evidence of communication with parents and / or outside agencies or schools was included in both files. The files were relatively organized, though there were some loose papers. However, this did not present a problem, since all critical documentation was easily found. At this time, the PCSC staff member does not have any significant concerns about the files that were reviewed.

Classroom Observations

The PCSC staff member had the opportunity to visit nine (9) classrooms at Compass. The grade levels and subjects of the classes varied. In five (5) of the classes observed, students were interacting with the teacher as a whole group; in two (2) classes students were working in small groups or pairs, and in two (2) classes students were working independently. Students in five (5) of the nine (9) classes were identified as highly engaged (virtually all students participating in the appropriate activity) and in two (2) classes, students were identified as engaged (with most students participating). In the remaining two (2) classes, the PCSC staff member identified students as partially engaged, with many students participating, but some socializing or talking out of turn. In both of these classes, the teacher transitioned the activity or redirected behavior prior to the end of the observation. Overall, classroom observations were positive.

Summary

Strengths

- Strong Academics, as demonstrated by the school's 5 Star Rating.
- Classroom observations revealed strong levels of student engagement.
- Students and teachers provided strong feedback about the school culture.

- Solid financial situation.
- The board and administrator report having a strong working relationship.

Challenges or Areas for Improvement

- Teachers reported feeling somewhat overwhelmed by the increase / quantity of meetings.
- Based on teacher, student, and leadership feedback, the limited space in the facility continues to limit the school's ability for growth and diversity of classes / activities.

Concerns

- The PCSC staff member who conducted the visit has no significant concerns about Compass Public Charter School at this time.

Possible Charter Amendments

- The Compass board has communicated their intention to present proposed charter amendments to the PCSC related to the school's mission and educational program.

Recommendations

- PCSC staff recommends that the Compass administration communicate with teachers and try to identify ways to reduce or adjust meetings to minimize the burden on teachers.
- PCSC staff recommends that the board and administration continue to be diligent in managing the simultaneous transitions the school currently has underway (CCSS, educational program adjustments, technology and PLC implementation, etc.) in an effort to make changes happen as smoothly as possible and minimize unintended / unexpected consequences.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 1/4/14

School Name: Compass Public Charter School

School Address: 2511 W. Cherry Lane, Meridian, ID 83642
School Phone: 208-855-2802
Current School Year: 2013-14

School Mission: Compass Public Charter School's mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Mike Adolf	Board Chair	Management/Technology	madolf@compasscharter.org	906-4536
Jim Escobar	Vice-Chair	Systems Technology and Business Management	jescobar@compasscharter.org	546-2824
Jason Hessing	Secretary	Systems Technology and Business Management	jhessing@compasscharter.org	376-6886
Rich Fairbanks	Treasurer	Management	rfairbanks@compasscharter.org	602-8782
Stephen Pratt	Director	Computer Programmer	spratt@compasscharter.org	283-4508

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	42	42	96.66	149	42	41
1	46	46	96.75	92	48	46
2	48	48	97.59	85	42	40
3	48	47	98.36	62	49	47
4	52	52	98.06	53	50	48
5	52	54	97.27	54	48	46
6	60	61	96.00	51	59	57
7	64	62	97.70	45	54	52
8	64	53	96.72	3	54	52
9	32	32	98.01	28	28	27
10	25	24	98.08	1	34	33
11	30	29	97.43	0	20	19
12	20	20	98.91	0	13	12
TOTAL	583	570	97.44	623	541	520

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	26/5%	20/4%	501/88%	8/1%	9/2%	0	145/25%	10/2%
Previous	28/55%	17/3%	471/87%	5/1%	7/1%	2/.36%	118/22%	11/2%

FACULTY AND STAFF

Administrator Name(s): Kelly Trudeau
Administrator's Hire Date: July 2005
Administrator Email(s): ktrudeau@compasscharter.org

Current Classified Staff (# FTE): 9.76
Current Faculty (# FTE): 30.60

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No
Does your school currently have a school improvement status with the SDE? No
If yes, please specify your school's status (Focus, Priority): NA

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

- Compass has hired an Instructional Coach/Curriculum Coordinator.
- We have developed Professional Learning Communities to guide our staff through implementation of the Idaho Core Standards, developing benchmark assessments and following the Understanding by Design Framework for instruction.

Please describe the greatest successes experienced by your school in the past year:

- Once again achieving the 5 Star rating.
- A new "brand," – The Compass Model with a new logo.
- Awarded a $180,000 technology grant which we are in the process of implementing. All of our high school students received one-to-one devices (Mini iPads) as part of this pilot project.
- Additional high school staff becoming adjunct faculty with CWI bringing our on-campus dual credit opportunities up to 50 college credits.

Please describe any challenges you anticipate during the upcoming year:
As usual, budget for facility needs will continue to be a challenge. We have outgrown our current facility and have plans to expand/improve. However, the funds for such an expansion will have to come through a Capital Campaign.

Please add any additional information of which you would like to make your authorizer aware :
We are considering the funding opportunities that the Albertsons Foundation has presented to the charter school community. We may have an interest in expanding and eventually becoming a "homegrown charter management organization." This idea combined with a Capital Campaign may help us with our facility needs.

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	1,400.00	1,400.00	266.00	1,134.00	19%	1,250.00	
416100 School Food Service	80,000.00	80,000.00	38,245.67	41,754.33	48%	80,000.00	
416200 Meal sales: non-reimbursable	3,000.00	3,000.00	1,543.66	1,456.34	51%	3,050.00	
416900 Other Food Sales	500.00	500.00	873.81	(373.81)	175%	1,000.00	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	7,700.00	12,500.00	12,450.00	50.00	100%	13,000.00	
419900 Other Local Revenue	16,000.00	16,000.00	7,596.00	8,404.00	47%	16,000.00	
431100 Base Support Program	2,447,724.00	2,447,724.00	2,022,452.00	425,272.00	83%	2,447,724.00	
431200 Transportation Support	125,000.00	125,000.00	25,000.00	100,000.00	20%	125,000.00	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	318,038.00	318,038.00	50,000.00	268,038.00	16%	318,038.00	
431900 Other State Support	90,450.00	90,450.00	15,188.00	75,262.00	17%	101,410.00	
432400 Professional Technical Program - State Revenue	-	-	-	-		10,960.00	
439000 Other State Revenue	27,475.00	154,500.00	139,982.75	14,517.25	91%	155,000.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	-	-	-	-		-	
445500 Child Nutrition Reimbursement	90,000.00	90,000.00	79,969.52	10,030.48	89%	91,000.00	
445600 Title VI-B IDEA	67,440.00	67,440.00	9,661.24	57,778.76	14%	67,440.00	
445900 Other Indirect Restricted Federal	6,000.00	6,000.00	1,346.86	4,653.14	22%	6,000.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	405,120.00	405,120.00	374,898.77	30,221.23	93%	405,120.00	
TOTAL REVENUE	**$3,685,847.00**	**$3,817,672.00**	**$2,779,474.28**	**$1,038,197.72**	**73%**	**$3,841,992.00**	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
ENDITURES							
100 SALARIES	1,895,712.00	1,897,212.00	914,213.18	982,998.82	48%	1,896,312.00	
200 EMPLOYEE BENEFITS	545,815.00	545,815.00	256,189.67	289,625.33	47%	545,365.00	
300 PURCHASED SERVICES	309,190.00	342,915.00	188,644.47	154,270.53	55%	347,550.00	
400 SUPPLIES	149,220.00	151,720.00	95,132.58	56,587.42	63%	152,195.00	
500 CAPITAL OUTLAY	392,980.00	486,505.00	148,978.26	337,526.74	31%	166,775.00	
600 DEBT RETIREMENT	375,770.00	375,770.00	375,485.27	284.73	100%	375,870.00	
700 INSURANCE	29,571.00	29,571.00	22,883.00	6,688.00	77%	29,571.00	
920000 TRANSFERS OUT	405,125.00	405,125.00	374,898.77	30,226.23	93%	405,125.00	
TOTAL EXPENDITURES	$4,103,383.00	$4,234,633.00	$2,376,425.20	$1,858,207.80	56%	$3,918,763.00	
TOTAL FUND REVENUES OVER EXPENDITURES	($417,536.00)	($416,961.00)	$403,049.08			($76,771.00)	

	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	PROJECTED YEAR-END	NOTES
TOTAL BEGINNING BALANCE (All Funds)	$1,276,145.00	$1,276,145.00	$1,276,145.00	$1,276,145.00	
TOTAL CHANGES (All Funds)	($587,536.00)	($586,961.00)	$403,049.08	($87,731.00)	
ENDING BALANCE (All Funds)	$688,609.00	$689,184.00	$1,679,194.08	$1,188,414.00	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND					Column D represents a working budget
100 Beginning Fund Balance	$642,358.00	$642,358.00	$642,358.00	$642,358.00	
100 Changes in Fund Balance	($587,536.00)	($586,461.00)	$422,046.71	($83,531.00)	
100 Ending Fund Balance	$54,822.00	$55,897.00	$1,064,404.71	$558,827.00	
243 Beginning Fund Balance	$0.00	$0.00	$0.00	$0.00	
243 Changes in Fund Balance	$0.00	$0.00	($10,948.97)	$0.00	
243 Ending Fund Balance	$0.00	$0.00	($10,948.97)	$0.00	
245 Beginning Fund Balance	$3,000.00	$3,000.00	$3,000.00	$3,000.00	
245 Changes in Fund Balance	$0.00	($500.00)	($2,310.72)	($3,000.00)	
245 Ending Fund Balance	$3,000.00	$2,500.00	$689.28	$0.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00	$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($19,008.12)	$0.00	
257 Ending Fund Balance	$0.00	$0.00	($19,008.12)	$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00	$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($90.00)	$0.00	
271 Ending Fund Balance	$0.00	$0.00	($90.00)	$0.00	
290 Beginning Fund Balance	$1,277.00	$1,277.00	$1,277.00	$1,277.00	
290 Changes in Fund Balance	$0.00	$0.00	$13,360.18	($1,200.00)	
290 Ending Fund Balance	$1,277.00	$1,277.00	$14,637.18	$77.00	
310 Beginning Fund Balance	$629,510.00	$629,510.00	$629,510.00	$629,510.00	
310 Changes in Fund Balance	$0.00	$0.00	$0.00	$0.00	
310 Ending Fund Balance	$629,510.00	$629,510.00	$629,510.00	$629,510.00	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 Fund

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments	1,400.00	1,400.00	266.00	1,134.00	19%	1,250.00	Column D represents a working budget
100.419100	Rentals				-			
100.419200	Contributions/Donations	7,700.00	12,500.00	12,450.00	50.00	100%	13,000.00	
100.419900	Other Local Revenue	16,000.00	16,000.00	7,596.00	8,404.00	47%	16,000.00	
100.431100	Base Support	2,447,724.00	2,447,724.00	2,022,452.00	425,272.00	83%	2,447,724.00	
100.431200	Transportation Support	125,000.00	125,000.00	25,000.00	100,000.00	20%	125,000.00	
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	318,038.00	318,038.00	50,000.00	268,038.00	16%	318,038.00	
100.431900	Other State Support	90,450.00	90,450.00	15,188.00	75,262.00	17%	90,450.00	
100.460000	Transfers In	30,000.00	30,000.00	-	30,000.00	0%	30,000.00	
TOTAL GENERAL FUND REVENUES		$3,036,312.00	$3,041,112.00	$2,132,952.00	908,160.00	70%	$3,041,462.00	
EXPENDITURES								
100.512100	Elementary Salaries	979,867.00	979,867.00	452,634.55	527,232.45	46%	979,867.00	
100.512200	Elementary Benefits	289,471.00	289,471.00	133,278.74	156,192.26	46%	289,471.00	
100.512300	Elementary Purchased Services	15,000.00	15,000.00	9,722.00	5,278.00	65%	15,000.00	
100.512400	Elementary Supplies	21,300.00	21,300.00	14,474.12	6,825.88	68%	21,300.00	
100.512500	Elementary Capital Outlay	-	-	-	-			
100.512600	Elementary Debt Retirement	-			-			
100.512700	Elementary Insurance	-			-			
100.515100	Secondary Salaries	602,007.00	602,007.00	301,847.15	300,159.85	50%	602,007.00	
100.515200	Secondary Benefits	176,345.00	176,345.00	85,396.80	90,948.20	48%	176,345.00	
100.515300	Secondary Purchased Services	10,000.00	13,725.00	13,725.00	-	100%	13,725.00	
100.515400	Secondary Supplies	13,400.00	13,400.00	12,943.13	456.87	97%	13,400.00	
100.515500	Secondary Capital Outlay	35,000.00	35,000.00	21,592.89	13,407.11	62%	34,000.00	
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			
100.521100	Exceptional Child Salaries	51,138.00	51,138.00	25,123.50	26,014.50	49%	51,138.00	
100.521200	Exceptional Child Benefits	15,329.00	15,329.00	7,383.56	7,945.44	48%	15,329.00	
100.521300	Exceptional Child Purchased Services				-			
100.521400	Exceptional Child Supplies				-			
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 Fund

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.532100	School Activity Program Salaries	17,100.00	17,100.00	8,908.36	8,191.64	52%	17,100.00	
100.532200	School Activity Program Benefits	3,150.00	3,150.00	1,231.09	1,918.91	39%	3,150.00	
100.532300	School Activity Program Purchased Services	3,750.00	3,750.00	3,266.90	483.10	87%	3,750.00	
100.532400	School Activity Program Supplies	1,500.00	1,500.00	733.04	766.96	49%	1,500.00	
100.532500	School Activity Program Capital Outlay	1,500.00	1,500.00	-	1,500.00	0%	1,500.00	
100.532600	School Activity Program Debt Retirement	-			-			
100.532700	School Activity Program Insurance	-			-			
Subtotals:	**Instruction**	2,235,857.00	2,239,582.00	1,092,260.83	1,147,321.17	49%	2,238,582.00	
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	15,250.00	15,250.00	6,613.88	8,636.12	43%	15,250.00	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.632100	District Administration Program Salaries	90,000.00	90,000.00	45,000.00	45,000.00	50%	90,000.00	
100.632200	District Administration Program Benefits	22,700.00	22,700.00	11,793.88	10,906.12	52%	22,700.00	
100.632300	District Administration Program Purchased Services	27,000.00	27,000.00	15,173.52	11,826.48	56%	27,000.00	
100.632400	District Administration Program Supplies	500.00	500.00	503.16	(3.16)	101%	525.00	
100.632500	District Administration Program Capital Outlay	600.00	600.00	158.99	441.01	26%	600.00	
100.632600	District Administration Program Debt Retirement	650.00	650.00	586.50	63.50	90%	750.00	
100.632700	District Administration Program Insurance				-			
100.661100	Buildings - Care Program Salaries	35,000.00	35,000.00	19,763.30	15,236.70	56%	35,000.00	
100.661200	Buildings - Care Program Benefits	6,640.00	6,640.00	3,838.59	2,801.41	58%	6,640.00	
100.661300	Buildings - Care Program Purchased Services	21,300.00	21,300.00	21,457.93	(157.93)	101%	21,500.00	
100.661400	Buildings - Care Program Supplies	10,000.00	10,000.00	4,956.85	5,043.15	50%	10,000.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	29,571.00	29,571.00	22,883.00	6,688.00	77%	29,571.00	
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	30,000.00	30,000.00	16,341.14	13,658.86	54%	30,000.00	
100.664400	Maintenance - Student Occupied Supplies	3,000.00	3,000.00	2,125.57	874.43	71%	3,000.00	
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 Fund

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services				-			
100.665400	Maintenance - Grounds Supplies	5,000.00	5,000.00	1,959.94	3,040.06	39%	5,000.00	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	177,250.00	177,250.00	67,578.63	109,671.37	38%	177,250.00	
100.681400	Pupil-to-School Transportation Supplies				-			
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
Subtotals:	**Support Services**	474,461.00	474,461.00	240,734.88	233,726.12	51%	474,786.00	
100.710100	Child Nutrition Salaries				-			
100.710200	Child Nutrition Benefits	6,500.00	6,500.00	3,010.81	3,489.19	46%	6,500.00	
100.710300	Child Nutrition Purchased Services				-			
100.710400	Child Nutirition Supplies				-			
100.710500	Child Nutrition Capital Outlay				-			
100.710600	Child Nutrition Debt Retirement				-			
100.710700	Child Nutrition Insurance				-			
100.810300	Capital Assets - Student Occupied Purchased Services				-			
100.810400	Capital Assets - Student Occupied Supplies				-			
100.810500	Capital Assets - Student Occupied Capital Outlay	331,905.00	331,905.00	-	331,905.00	0%	0.00	
Subtotals:	**Non-Instruction**	338,405.00	338,405.00	3,010.81	335,394.19	1%	6,500.00	
100.920000	Transfers Out	405,125.00	405,125.00	374,898.77	30,226.23	93%	405,125.00	
100.950000	Contingency Reserve	170,000.00	170,000.00	-	170,000.00	0%	0.00	
Subtotals:	**Other**	575,125.00	575,125.00	374,898.77	200,226.23	65%	405,125.00	
TOTAL GENERAL FUND EXPENDITURES		$3,623,848.00	$3,627,573.00	$1,710,905.29	$1,916,667.71	47%	3,124,993.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**($587,536.00)**	**($586,461.00)**	**$422,046.71**			**($83,531.00)**	
	BEGINNING FUND BALANCE (July 1, 2013)	$642,358.00	$642,358.00	$642,358.00			$642,358.00	
	CHANGES IN FUND BALANCE	($587,536.00)	($586,461.00)	$422,046.71			($83,531.00)	
	ENDING FUND BALANCE AS OF _____June 30, 2014_____	**$54,822.00**	**$55,897.00**	**$1,064,404.71**			**$558,827.00**	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- FUND 243 Professional Technical Education

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
243.432400	Professional Technical Program - State Revenue	-	-	-	-		10,960.00	Column D represents a working budget
243.460000	Transfers In	-	-	-	-			
TOTAL FUND REVENUE		$0.00	$0.00	$0.00	$0.00		$10,960.00	
EXPENDITURES								
243.519300	PT Education Purchased Services	-	-	507.33	(507.33)		510.00	
243.519400	PT Education Supplies	-	-	-	-			
243.519500	PT Education Equipment / Capital Outlay	-	-	10,441.64	(10,441.64)		10,450.00	
243.920000	Transfers Out	-	-	-	-			
TOTAL FUND EXPENDITURES		$0.00	$0.00	$10,948.97	($10,948.97)		$10,960.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($10,948.97)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($10,948.97)			$0.00	
	ENDING FUND BALANCE AS OF ___June 30, 2014	**$0.00**	**$0.00**	**($10,948.97)**			**$0.00**	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-			Column D represents
245.439000	Other State Revenue	27,475.00	154,500.00	139,982.75	14,517.25	91%	155000	a working budget
245.460000	Transfers In				-			
TOTAL FUND REVENUE		$27,475.00	$154,500.00	$139,982.75	$14,517.25	91%	$155,000.00	
EXPENDITURES								
245.623100	Instruction-Related Technology Salaries	6,000.00	7,500.00	1,875.00	5,625.00	25%	7,500.00	
245.623200	Instruction-Related Technology Benefits	-	-		-			
245.623300	Instruction-Related Technology Purchased Services	-	30,000.00	24,807.54	5,192.46	83%	31,500.00	
245.623400	Instruction-Related Technology Supplies	-	2,500.00	1,673.55	826.45	67%	2,500.00	
245.623500	Instruction-Related Technology Capital Outlay	21,475.00	115,000.00	113,937.38	1,062.62	99%	116,500.00	
245.623600	Instruction-Related Technology Debt Retirement				-			
245.623700	Instruction-Related Technology Insurance				-			
245.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$27,475.00	$155,000.00	$142,293.47	$12,706.53	92%	$158,000.00	
TOTAL REVENUE OVER EXPENDITURES		**$0.00**	**($500.00)**	**($2,310.72)**			**($3,000.00)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$3,000.00	$3,000.00	$3,000.00			$3,000.00	
	CHANGES IN FUND BALANCE	$0.00	($500.00)	($2,310.72)			($3,000.00)	
	ENDING FUND BALANCE AS OF _June 30, 2014_____	**$3,000.00**	**$2,500.00**	**$689.28**			**$0.00**	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	67,440.00	67,440.00	9,661.24	57,778.76	14%	67,440.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$67,440.00	$67,440.00	$9,661.24	$57,778.76	14%	$67,440.00	
EXPENDITURES								
257.512100	Elementary Salaries	45,300.00	45,300.00	19,695.51	25,604.49	43%	44,200.00	
257.512200	Elementary Benefits	19,000.00	19,000.00	6,123.85	12,876.15	32%	18,450.00	
257.512300	Elementary Purchased Services	2,440.00	2,440.00	1,050.00	1,390.00	43%	2,315.00	
257.512400	Elementary Supplies	200.00	200.00		200.00	0%	150.00	
257.512500	Elementary Capital Outlay	500.00	500.00		500.00	0%	525.00	
257.512600	Elementary Debt Retirement				-			
257.512700	Elementary Insurance				-			
257.621100	Exceptional Child Salaries				-			
257.621200	Exceptional Child Benefits				-			
257.621300	Exceptional Child Purchased Services	-	-	1,800.00	(1,800.00)		1,800.00	Professional Development
257.621400	Exceptional Child Supplies				-			
257.621500	Exceptional Child Capital Outlay				-			
257.621600	Exceptional Child Debt Retirement				-			
257.621700	Exceptional Child Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$67,440.00	$67,440.00	$28,669.36	$38,770.64	43%	$67,440.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($19,008.12)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($19,008.12)			$0.00	
	ENDING FUND BALANCE AS OF __June 30, 2014_	**$0.00**	**$0.00**	**($19,008.12)**			**$0.00**	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			Column D represents a working budget
271.445900	Other Indirect Restricted Federal	6,000.00	6,000.00	1,346.86	4,653.14	22%	6,000.00	
271.460000	Transfers In	-			-			
TOTAL FUND REVENUES		$6,000.00	$6,000.00	$1,346.86	$4,653.14	22%	$6,000.00	
EXPENDITURES								
271.621100	Instruction Improvement Salaries	2,000.00	2,000.00	-	2,000.00	0%	2,000.00	
271.621200	Instruction Improvement Benefits	480.00	480.00	-	480.00	0%	480.00	
271.621300	Instruction Improvement Purchased Services	2,700.00	2,700.00	1,436.86	1,263.14	53%	2,700.00	
271.621400	Instruction Improvement Supplies	820.00	820.00	-	820.00	0%	820.00	
271.621500	Instruction Improvement Capital Outlay				-			
271.621600	Instruction Improvement Debt Retirement				-			
271.621700	Instruction Improvement Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$6,000.00	$6,000.00	$1,436.86	$4,563.14	24%	$6,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($90.00)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($90.00)			$0.00	
	ENDING FUND BALANCE AS OF __June 30, 2014____	**$0.00**	**$0.00**	**($90.00)**			**$0.00**	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								Column D represents
290.416100	School Food Service	80,000.00	80,000.00	38,245.67	41,754.33	48%	80,000.00	a working budget
290.416200	Meal sales: non-reimbursable	3,000.00	3,000.00	1,543.66	1,456.34	51%	3,050.00	
290.416900	Other Food Sales	500.00	500.00	873.81	(373.81)	175%	1,000.00	
290.443000	Direct Restricted Federal	-			-			
290.445500	Child Nutrition Reimbursement	90,000.00	90,000.00	79,969.52	10,030.48	89%	91,000.00	
290.445900	Other Indirect Restricted Federal				-			
290.460000	Transfers In				-			
TOTAL FUND REVENUES		$173,500.00	$173,500.00	$120,632.66	$52,867.34	70%	$175,050.00	
EXPENDITURES								
290.710100	Food Service Salaries	67,300.00	67,300.00	39,365.81	27,934.19	58%	67,500.00	
290.710200	Food Service Benefits	6,200.00	6,200.00	4,132.35	2,067.65	67%	6,300.00	
290.710300	Food Service Purchased Services	4,500.00	4,500.00	5,163.74	(663.74)	115%	5,250.00	
290.710400	Food Service Supplies	93,500.00	93,500.00	55,763.22	37,736.78	60%	94,000.00	
290.710500	Food Service Capital Outlay	2,000.00	2,000.00	2,847.36	(847.36)	142%	3,200.00	
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$173,500.00	$173,500.00	$107,272.48	$66,227.52	62%	$176,250.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$13,360.18**			**($1,200.00)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$1,277.00	$1,277.00	$1,277.00			$1,277.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$13,360.18			($1,200.00)	
	ENDING FUND BALANCE AS OF __June 30, 2014	**$1,277.00**	**$1,277.00**	**$14,637.18**			**$77.00**	

February 13, 2014

COMPASS PUBLIC CHARTER SCHOOL --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds	-			-			Column D represents a working budget
310.460000	Transfers In	375,120.00	375,120.00	374,898.77	221.23	99.94%	375,120.00	
TOTAL FUND REVENUES		$375,120.00	$375,120.00	$374,898.77	$221.23	100%	$375,120.00	
EXPENDITURES								
310.911500	Principal Capital Outlay				-			
310.911600	Principal Debt Retirement	55,000.00	55,000.00	54,990.12	9.88	99.98%	55000	
310.912500	Interest Capital Outlay				-			
310.912600	Interest Debt Retirement	320,120.00	320,120.00	319,908.65	211.35	99.93%	320120	
310.913500	Refunded Debt Capital Outlay				-			
310.913600	Refunded Debt - Debt Retirement				-			
310.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$375,120.00	$375,120.00	$374,898.77	$221.23	100%	$375,120.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$0.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$629,510.00	$629,510.00	$629,510.00			$629,510.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$0.00			$0.00	
	ENDING FUND BALANCE AS OF __June 30, 2014__	**$629,510.00**	**$629,510.00**	**$629,510.00**			**$629,510.00**	

SUBJECT

Vision Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Vision Charter School (Vision) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Caldwell since 2007. Vision serves approximately 675 students in grades K-12.

DISCUSSION

Vision will provide an annual update on the status of the school.

Vision continues to produce stellar academic results. After receiving a 2011-2012 Star Rating of 4 out of 5, the school received a 5 Star Rating for 2012-2013.

Vision opened its permanent facility for secondary students the 2014-2015 school year and expanded enrollment from 531 to 673 students. Elementary instruction (grades K-6) is continuing to be facilitated out of Vision's portables on the same site. Vision's new building includes classrooms, a library, a technology, lab, and a multi-purpose room (gym / cafeteria / auditorium).

Through a partnership with College of Western Idaho, Vision is now offering high school students the opportunity to pursue a Liberal Arts AA degree simultaneously with their high school diplomas.

Vision's fiscal stability is apparent. The school ended FY13 with a carryover of over $900,000. The school anticipates a single-year loss of approximately $167,000 as the result of planned spend-down of the building fund for the school's new facility. Vision projects an FY14 carryover of approximately $737,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff makes no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Vision Public Charter School
Address	19291 Ward, Caldwell, ID 83605
Date of Site Visit	November 13, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Lee Hannah, Board Chair
Administrator(s) Interviewed	Wendy OldenKamp, Administrator
Business Manager / Clerk Interviewed	Sammy Samuelson, Business Manager
Other Stakeholder(s) Interviewed	Teachers (9)

Board Member(s) Interview

Lee Hannah, board chair, took part in the interview. She is a long-term member of the board and expressed a clear understanding of the school's mission to provide college preparation with a science and arts focus and develop students into citizen leaders. Dr. Hannah reported that there have not been any significant changes in the past year in terms of the implementation of the school's mission or charter. The board has been working on marketing and community outreach; the opening of the school's new building this year provided a key opportunity. The board is continuing to implement its strategic plan and is now looking at the accountability measures that will be used by the PCSC is conjunction with the school's performance certificate.

The Vision board added two (2) new members in summer 2013; both are long-time, active Vision parents, and thus, haven't needed significant training to get up to speed. The board atmosphere is collegial and positive. Meetings tend to be relatively long because the board makes an effort to have meaningful discussions and ensure that everyone is heard. The board values and solicits feedback from the administration and teachers.

Dr. Hannah feels the board has a strong relationship with the school's administrator, Wendy OldenKamp. The board appreciates that Ms. OldenKamp always presents all of the board's options related to a given decision, provides her recommendation and reasoning behind it, and ultimately respects whatever decision the board makes. Ms. OldenKamp makes sure that the board is informed and connected to the school. Dr. Hannah described the separation of roles and responsibilities between the board and administration, stating that the board sets vision, goals, and policies, and leaves the practical operations to the administration.

The Vision board participates in internal and external training; they are currently going through sections of the Carpenter book at each board meeting and have a goal for each member to attend an external training (through ISBA, ICSN, etc.) each year. Prior to the board's annual retreat, each member participates in a self-evaluation so the board can discuss the results. Previous retreats and strategic planning have led to the development of board committees, which Dr. Hannah believes have been effective in engaging board members in specific roles and activities.

When asked about her concerns regarding the school's academics, operations, or finances, Dr. Hannah responded that she doesn't have any significant concerns and feels that things at Vision are going well. Finances are comfortable; the building was finished on budget and on schedule and the board is now working to pay down as much principal as possible so they can make plans to move forward with Phase 2 of the building (space for the elementary grades). They are also curious to see the school's test results after the Smarter Balanced Assessment (SBA). Finally, the board is working on a succession plan to develop leadership from within. The school has a new Vice Principal, and Ms. OldenKamp is involving teachers who are interested in taking on

leadership. The board feels Vision is more prepared now for the eventuality of Ms. OldenKamp's absence, and they are hopeful that the new administrative structure will help prevent burnout.

Administrator(s) Interview

Wendy OldenKamp participated in the interview. Ms. OldenKamp has been the administrator of Vision Charter School since prior to its first year of operation. Ms. OldenKamp has a strong relationship with her board; she feels supported and valued.

Ms. OldenKamp feels that things are going well at Vision; the school added students when they opened the new building by adding second classes for some of the elementary grades. They are also in their first year of implementing an AA program that will allow high school students to graduate with a high school diploma and an associate's degree. To ensure adequate class availability, Vision has doubled the number of concurrent credit classes offered to students.

The strategic plan guides Ms. OldenKamp in measuring success at Vision. The plan sets high standards for the school's academic performance and includes goals related to the IRIs, ISATs, and SATs. Ms. OldenKamp also considers other indicators when considering the school's success, including: graduation and go-on rates, teacher effectiveness and retention, and results from student and parent surveys. She uses data and anecdotal information to assess whether students feel safe, supported, and challenged.

Vision began transitioning to the Common Core State Standards (CCSS) in the 2012-2013 school year. The process was fairly smooth because of the school's accelerated curriculum, and Ms. OldenKamp feels that Vision's transition to the new standards is going well. The school's lead teachers helped to guide the transition, including staff development, and they are expected to be the experts for their areas and ensure curriculum alignment. All Vision teachers are taking the Smarter Balanced Assessment (SBA) at the level they teach so they can have a strong understanding of the test. Additionally, Vision teachers have been sent to do external trainings about the CCSS and SBA; those teachers are then expected to provide internal training to the staff.

When asked about areas of concern, Wendy had none that were significant. However, she is a little concerned about the transition to the SBA because it's such an unknown, and is also a little concerned about the impact of some of the common parent / community misconceptions related to the CCSS and SBA. Additionally, Ms. OldenKamp noted that she is constantly looking to make sure that staff in key roles has the support they need so they don't burn out; the school is cross-training to ensure back-ups are available for important duties.

Business Manager / Clerk Interview

Sammy Samuelson, Business Manager, participated in the interview. She is comfortable with the school's financial situation. Though the school will have a single-year loss in FY14, this is the result of a planned spend-down out of the building fund for the school's new secondary facility. Ms. Samuelson projects that the school will end FY14 with a healthy carryover.

Ms. Samuelson takes a conservative approach to budget development, always underestimating revenue, overestimating expenses, and waiting until guarantees are in hand to include grant and donor revenue. Financial monitoring includes detailed reviews by Ms. Samuelson, Ms. OldenKamp, and the board treasurer. Financial reports are reviewed by the board's financial committee before being presented at board meetings.

Teacher Meeting

The PCSC staff member had the opportunity to meet with nine (9) Vision teachers. When asked for open and honest feedback, teachers gave the following responses:

How can Vision improve?

- Science and arts are a focus at this school, and the science program is strong at the secondary level, but getting the scope and sequence implemented into the elementary classes is more challenging. We have a new science curriculum for elementary but we're not sure if it's being fully and consistently implemented.
- We would like to see more reference writing / research writing (non-fiction) starting earlier (even in elementary) so students learn to break down research and back up facts.
- The administrative team is growing, and we could use some clarification of roles between the Administrator, Vice Principal, and Counselor so we know who to go to for what and don't waste people's time.
- We could use some funds for textbooks; we've been adding new classes for activities for dual-credit and the Common Core (CCSS) and we need to do some upgrading; now that we're getting bigger, it might be helpful to have funds set aside for curriculum / textbooks and maybe have an adoption schedule so we know how much we can spend each year.

Describe your professional development. Do strategies and ideas leaned through professional development get applied?

- We have few professional development days; we need more time and funds set aside for PD and collaboration.
- Sometimes it feels like we're getting a lot of info, but not as much depth and application as we'd like; professional development could be more focused.
- The teachers drive professional development, which is positive, but that can also be a downside, since that may be what leads us to be less strategic.
- We feel supported in going to external trainings; it's easiest when we seek it out and go on our own time.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- We feel comfortable with the CCSS – the school and administration did a good job of helping us to learn about it, and we were ahead of schedule on alignment and implementation.
- We don't know as much about the SBA as we'd like, but we have been given as much information as has been provided by the state; we feel the state could provide more information and support.

What is going well at Vision? What do you like about working here?

- The flexibility – we're allowed to proactively plan creative lessons and activities; we're given a lot of autonomy and trusted as professionals; you get to really be a teacher here.
- There is strong disciplinary support; we have set policies and they are implemented / backed-up.
- The administrators try to get us what we need / request whenever they can.

- The administration has our backs, and they check on us (to see if we need help); overall, we have amazing support staff.
- This is a positive, civilized place to work; the teachers are amazing; the students and teachers all respect each other.
- I like the block schedule.
- The integration of basic skills in all disciplines is enjoyable and effective.
- The opportunities available to students here are above and beyond what is at other schools (strong academics, arts, science, etc.).

Documents Review

Finances

The FY13 year-end and FY14 year-to-date finances were reviewed. Sammy Samuelson, Business Manager, was available to answer questions. The school ended FY13 with a carryover of approximately $900,000. Some of these funds were earmarked for remaining building costs, which will result in a planned, single-year loss in FY14. Despite this, Vision currently anticipates ending FY14 with a carryover of approximately $670,000. The finances and accounting practices at Vision appear to be in order and the staff member who conducted the visit does not have concerns about the school's finances at this time.

Special Education Files

The PCSC staff member selected three (3) special education files at random for review. The files were organized and documentation was in order. Heather Burton, Special Education Teacher, was available to answer questions. All IEPs were up to date, including accommodations and LRE documentation. Current eligibility reports were included in all files, and two (2) of three (3) files included progress reports and evidence of communication with parents and outside districts or agencies. Though the third file did not include these items, Ms. Burton indicated that the student was in the process of being exited from special education. In all files, the majority of documents were secured (the only loose papers appeared to be recent or upcoming activity sheets) and all critical documentation was easily found. At this time, the PCSC staff member who conducted the visit does not have significant concerns about the reviewed files.

Classroom Observations

The PCSC staff member had the opportunity to visit twelve (12) classrooms at Vision. The grade levels and subjects of the classes varied. The school's educational approach was apparent; college preparatory / accelerated classes, science and technology, and music were observed. In six (6) of the classes observed, students were interacting with the teacher as a whole group; in two (2) classes students were working in small groups, in two (2) classes students were testing, and in two (2) classes students were working independently. Students in six (6) of the ten (10) non-testing classes were identified as highly engaged (virtually all students participating in the appropriate activity) and in two (2) classes, students were identified as engaged (with most students participating). In the remaining two (2) classes, the PCSC staff member identified students as partially engaged, with many students participating, but some socializing or sitting quietly but not engaged in the activity. In both of these classes, the teacher transitioned the activity or redirected behavior prior to the end of the observation. Overall, classroom observations were positive.

Summary

Strengths

- Strong academics, as demonstrated by the school's 5 Star Rating.
- Classroom observations revealed strong levels of student engagement.
- Solid financial situation and practices; strong anticipated FY14 carryover even after building a new facility.
- The board and administration report having a strong working relationship.
- Teachers report feeling supported and trusted.

Challenges or Areas for Improvement

- Based on teacher feedback, teacher professional development may benefit from some adjustment / improvement.

Concerns

- The PCSC staff member who conducted the visit has no significant concerns about Vision Charter School at this time.

Possible Charter Amendments

- Vision Charter School has not communicated an intention to present charter amendments at this time.

Recommendations

- PCSC staff recommends that administration work with the teachers to improve professional development so that it is more cohesive, strategic and focused on depth and application.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 1/3/14

School Name: Vision Charter School

School Address: 19291 Ward Road Caldwell, Idaho 83605
School Phone: 208-455-9220
Current School Year: 2013-2014

School Mission: To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Arts School

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Dr. Elizabeth Hannah	Chairman 7/2013-7/2015	BSU Professor / Veterinarian	elizabethhannah@boisestate.edu	863-5754
Tracie Wood	Vice Chairman 7/2013-7/2015	Arts Advocate/PR	tracie8wood@msn.com	453-2781
David Snow	Treasurer 7/2013-7/2015	Realtor/IT/Financial	snowx6@yahoo.com	455-7464
Andy Marshall	At Large 7/2013-7/2014	Enviro Engineer/MBA	amarshall@usecology.com	914-8678
Patricia Walker White	At Large 7/2012-7/2014	Arts Advocate/PR	pkwalkerwhite@msn.com	407-1414
Elise Johnson	At Large 7/2013-7/2014	Marketing/Communications	elisemj@msn.com	590-1870
Nicki Anderson	Secretary 7/2013-7/2014	Marketing/Communications	themandersons@juno.com	(208)585-3382

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	45	45		95	24	
1	50	57		61	26	
2	56	58		97	29	
3	56	57		34	28	
4	57	56		21	32	
5	62	62		47	65	
6	64	64		39	68	
7	66	66		59	64	
8	63	63		9	62	
9	44	44		15	59	
10	46	46		18	31	
11	26	26		13	29	
12	27	29		1	34	
TOTAL	**662**	**673**	**97% 1st reporting period**	**509**	**551 1st reporting period**	**97% 1st reporting period**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	51/8%	8/1%	597/89%	7/1%	4/<1%	0	266 / 40%	47/7%
Previous	26/5%	11/2%	503/91%	8/1%	2=<1%	0	244/44%	41/7%

FACULTY AND STAFF

Administrator Name(s): Wendy OldenKamp
Administrator's Hire Date: January 2007
Administrator Email(s): wendyroldenkamp@msn.com

Current Classified Staff (# FTE): 14.5
Current Faculty (# FTE): 29

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No
Does your school currently have a school improvement status with the SDE? No
If yes, please specify your school's status (Focus, Priority): N/A

COMMENTS: (optional)

Please describe any significant changes experienced by your school in the past year:
Vision Charter School went from 531 students to 673 students. We added a new building which houses the 7th-12th grade classrooms, library, technology lab, gym/cafeteria/auditorium, warming kitchen, and the secondary music room. This new building is on our current 22 acre property; which has been improved to offer a parking lot, soccer field, and beautiful landscaping which connects the new building to the elementary side of the property.

Please describe the greatest successes experienced by your school in the past year:

- Receiving a five star rating from the SDE!
- Partnering with the College of Western Idaho to offer a Liberal Arts AA degree program to eligible students enrolled at Vision Charter High School.
- Our first two students will be graduating with the AA degree at the same time they are graduating with their high school diploma.
- Vision Charter offers over 70 dual college credits to eligible students while they are sitting at Vision Charter.
- Successfully built our new secondary building and moved in on time and 55kunder budget!

Please describe any challenges you anticipate during the upcoming year:
We are currently pursuing options to be able to assist provide financial assistance to more students in accessing the Liberal Arts AA program and dual credit courses. Our goal is to eventually find a way to help all students be able to access this life changing opportunity!

The board is researching phase two of the building project.

Please add any additional information of which you would like to make your authorizer aware:

I. ISAT Results

Percentage of Students at Grade Level or Advanced on the ISATS

Subject	Academic Year	3rd	4th	5th	6th	7th	8th	10th	Overall All students enrolled	Overall Indexed AYP
	2013	*82*	*87*	*88*	*85*	*86*	*92*	*82*	*86*	*
Language	2012	*80*	*91*	*86*	*94*	*89*	*95*	*94*	*90*	***94***
	2011	*78*	*87*	*94*	*89*	*95*	*92*	*76*	*87*	***93***
	2010	*86*	*88*	*91*	*94*	*88*	*88*	*(Note 2)*	*89*	***93***
	2009	*93*	*97*	*96*	*78*	*72*	*88*		*87*	(Note 3)
	2008	*77*	*92*	*67*	*76*	*92*	*(Note 2)*		*81*	
	2013	*89*	*94*	*91*	*94*	*93*	*90*	*93*	*92*	*
Math	2012	*93*	*97*	*89*	*94*	*92*	*90*	*90*	*92*	***95***
	2011	*100*	*92*	*94*	*88*	*90*	*94*	*85*	*92*	***96***
	2010	*97*	*97*	*97*	*97*	*91*	*85*	*(Note 2)*	*94*	***96***
	2009	*96*	*100*	*90*	*90*	*80*	*85*		*90*	*(Note 3)*
	2008	*93*	*96*	*66*	*81*	*84*	*(Note 2)*		*84*	
	2013	*86*	*94*	*92*	*97*	*98*	*99*	*100*	*95*	*
Reading	2012	*90*	*88*	*85*	*98*	*98*	*98*	*97*	*94*	***96***
	2011	*100*	*95*	*97*	*100*	*98*	*100*	*88*	*97*	***98***
	2010	*97*	*92*	*97*	*100*	*91*	*94*	*(Note 2)*	*95*	***97***
	2009	*100*	*100*	*97*	*90*	*91*	*97*		*96*	(Note 3)
	2008	*77*	*93*	*81*	*85*	*88*	*(Note 2)*		*87*	
	2013			*97*		*76*		*93*	*89*	*
Science	2012	*(Note 1)*	*(Note 1)*	*80*	*(Note 1)*	*81*	*(Note 1)*	*84*	*82*	
	2011			*79*		*84*		*76*	*80*	
	2010			*69*		*68*		*(Note 2)*	*68*	*(Note 4)*
	2009			*90*		*58*			*74*	
	2008			*56*		*64*			*60*	

Note 1: Science testing is not conducted at these grade levels
Note 2: VCS did not offer these grade levels during these academic years
Note 3: Indexed AYP had not been implemented at the state level.
Note 4: Indexing does not apply to Science
Note 5: Indexing no longer in effect 2013

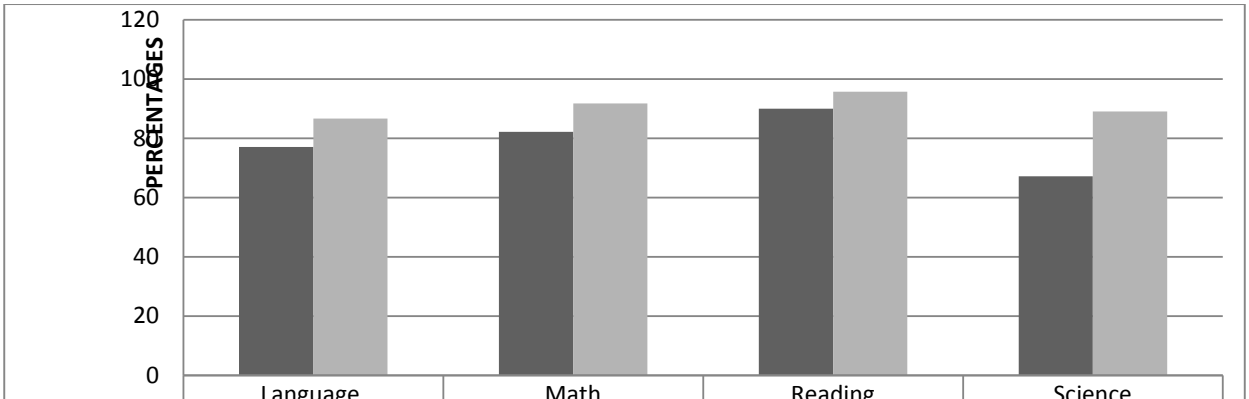
Notable ISAT Achievements

2011 scores are especially wonderful in light of doubling 4th, 6th, 7th, and adding 10th grade!

2012 scores include 5th grade being doubled for the first time.

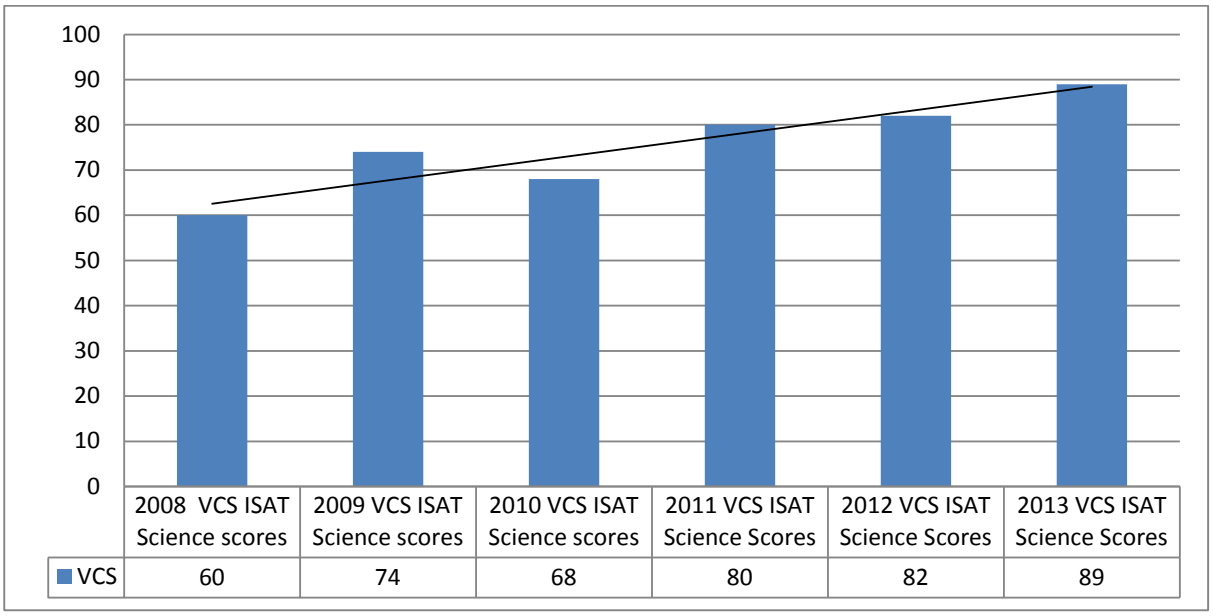
2013 science, math, and reading scores were exceptional! Please note the 10th graders scores in Math, Reading, and Science!

2013 VISION CHARTER SCHOOL ISAT SCORES COMPARED TO AVERAGE IDAHO STATE SCORES



	Language	Math	Reading	Science
2013 State	77.1	82.2	90	67.23
2013 VCS	86.7	91.8	95.7	89

VCS SCIENCE SCORES COMPARED FROM 2008-2013



	2008 VCS ISAT Science scores	2009 VCS ISAT Science scores	2010 VCS ISAT Science scores	2011 VCS ISAT Science Scores	2012 VCS ISAT Science Scores	2013 VCS ISAT Science Scores
VCS	60	74	68	80	82	89

II. Results on Parent/Student Questionnaire 2012-2013

Percentage of Positive responses on Parent/Student Questionnaire by Question

Question:	Percentage Positive
Q 1: I am satisfied with the overall quality of education I receive.	*100*
Q 2: I enjoyed being in my classes this year.	*98*
Q 3: I am treated with respect by my teachers.	*99*
Q 4: I feel safe at school.	*99*
Q 5: I gained Language Arts skills this year.	*97*
Q 6: I gained math knowledge this year.	*97*
Q 7: I gained science knowledge this year.	*99*
Q 8: I displayed positive work ethics or improved my work ethic.	*99*
Q 9: I exhibited honesty this year or improved in exhibiting honesty.	*100*
Q 10: I showed initiative this year or improved in showing initiative.	*99*
Q 11: I demonstrated accepting responsibility.	*99*
Q 12: I am self-confident or improved in my self-confidence.	*98*
Q 13: I seemed engaged in my learning experiences.	*99*
Q 14: I can relate their lessons to real life.	*96*
Q 15: The school provided effective communication.	*95*

Notable achievements on Parent/Student Survey

500 Parent/Student Survey Responses

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

VISION CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	-	1,800.00	555.09	1,244.91	31%	1,800.00	
416100 School Food Service	25,000.00	25,000.00	4,713.21	20,286.79	19%	25,000.00	
416200 Meal sales: non-reimbursable	-	-	-	-		-	
416900 Other Food Sales	-	-	-	-		-	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	-	26,047.00	26,047.00	-	100%	26,047.00	
419900 Other Local Revenue	-	2,000.00	-	2,000.00	0%	2,000.00	
431100 Base Support Program	2,639,597.00	2,677,427.00	2,056,735.41	620,691.59	77%	2,677,427.00	
431200 Transportation Support	168,750.00	168,750.00	-	168,750.00	0%	168,750.00	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	300,926.00	301,939.00	-	301,939.00	0%	301,939.00	
431900 Other State Support	175,492.00	175,492.00	1,470.00	174,022.00	1%	175,492.00	
437000 Lottery / Addtl State Maintenance	-	10,989.00	10,989.00	-	100%	10,989.00	
439000 Other State Revenue	-	19,000.00	-	19,000.00	0%	19,000.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	-	-	-	-		-	
445500 Child Nutrition Reimbursement	79,000.00	79,000.00	14,161.60	64,838.40	18%	79,000.00	
445600 Title VI-B IDEA	-	-	-	-		-	
445900 Other Indirect Restricted Federal	166,701.00	208,850.00	-	208,850.00	0%	208,850.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	-	-	-	-		-	
TOTAL REVENUE	**$3,555,466.00**	**$3,696,294.00**	**$2,114,671.31**	**$1,581,622.69**	**57%**	**$3,696,294.00**	

February 13, 2014

VISION CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	1,804,795.00	1,895,951.89	631,654.64	1,264,297.25	33%	1,883,650.73	
200 EMPLOYEE BENEFITS	611,937.00	617,198.70	213,407.24	403,791.46	35%	617,198.70	
300 PURCHASED SERVICES	637,475.00	614,958.02	274,867.84	340,090.18	45%	619,216.18	
400 SUPPLIES	164,430.00	194,630.00	101,959.49	92,670.51	52%	194,683.00	
500 CAPITAL OUTLAY	623,000.00	425,757.00	282,742.00	143,015.00	66%	425,704.00	
600 DEBT RETIREMENT	-	98,000.00	41,456.00	56,544.00	42%	103,000.00	
700 INSURANCE	25,000.00	25,000.00	9,911.00	15,089.00	40%	#REF!	
920000 TRANSFERS OUT	-	-	-	-		-	
TOTAL EXPENDITURES	**$3,866,637.00**	**$3,871,495.61**	**$1,555,998.21**	**$2,315,497.40**	**40%**	**#REF!**	
TOTAL FUND REVENUES OVER EXPENDITURES	**($311,171.00)**	**($175,201.61)**	**$558,673.10**			**#REF!**	
TOTAL BEGINNING BALANCE (All Funds)	**$904,390.61**	**$904,390.61**	**$904,390.61**			**$904,390.61**	
TOTAL CHANGES (All Funds)	**($443,415.00)**	**($307,445.61)**	**$558,673.10**			**($167,158.61)**	
ENDING BALANCE (All Funds)	**$460,975.61**	**$596,945.00**	**$1,463,063.71**			**$737,232.00**	

February 13, 2014

VISION CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$767,043.00	$767,043.00	$767,043.00			$767,043.00	
100 Changes in Fund Balance	($443,415.00)	($270,098.00)	$675,810.06			($146,698.00)	
100 Ending Fund Balance	$323,628.00	$496,945.00	$1,442,853.06			$620,345.00	
23x Beginning Fund Balance	$126,143.00	$126,143.00	$126,143.00			$126,143.00	
23x Changes in Fund Balance	$0.00	($26,143.00)	($23,515.00)			($26,143.00)	
23x Ending Fund Balance	$126,143.00	$100,000.00	$102,628.00			$100,000.00	
245 Beginning Fund Balance	$6,248.70	$6,248.70	$6,248.70			$6,248.70	
245 Changes in Fund Balance	$0.00	($6,248.70)	($6,248.67)			($6,248.70)	
245 Ending Fund Balance	$6,248.70	$0.00	$0.03			$0.00	
251 Beginning Fund Balance	$3,196.73	$3,196.73	$3,196.73			$3,196.73	
251 Changes in Fund Balance	$0.00	($3,196.73)	($23,633.48)			($3,196.73)	
251 Ending Fund Balance	$3,196.73	($0.00)	($20,436.75)			($0.00)	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($25,614.28)			$0.00	
257 Ending Fund Balance	$0.00	$0.00	($25,614.28)			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($15,329.34)			$16,887.00	
271 Ending Fund Balance	$0.00	$0.00	($15,329.34)			$16,887.00	
290 Beginning Fund Balance	$1,759.18	$1,759.18	$1,759.18			$1,759.18	
290 Changes in Fund Balance	$0.00	($1,759.18)	($22,796.19)			($1,759.18)	
290 Ending Fund Balance	$1,759.18	$0.00	($21,037.01)			$0.00	

February 13, 2014

VISION CHARTER SCHOOL - GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition			0	-		0	
100.415000	Earnings on Investments	-	1,800.00	555.09	1,244.91	31%	1,800.00	
100.419100	Rentals				-			
100.419200	Contributions/Donations	-	26,047.00	26,047.00	-	100%	26,047.00	
100.419900	Other Local Revenue	-	2,000.00	-	2,000.00	0%	2,000.00	Medicaid Reimbursements
100.431100	Base Support	2,639,597.00	2,677,427.00	2,056,735.41	620,691.59	77%	2,677,427.00	Budgeted on CSU 37 - 1st reporting period CSU 37.48
100.431200	Transportation Support	168,750.00	168,750.00	-	168,750.00	0%	168,750.00	
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	300,926.00	301,939.00	-	301,939.00	0%	301,939.00	
100.431900	Other State Support	175,492.00	175,492.00	1,470.00	174,022.00	1%	175,492.00	
100.437000	Lottery / Addtl State Maintenance		10,989.00	10,989.00	-	100%	10,989.00	
100.439000	Other State Revenue				-			
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal		42,149.00	-	42,149.00	0%	42,149.00	
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		$3,284,765.00	$3,406,593.00	$2,095,796.50	1,310,796.50	62%	$3,406,593.00	
EXPENDITURES								
100.512100	Elementary Salaries	849,471.00	884,360.00	284,933.00	599,427.00	32%	884,360.00	as of 12/13/13
100.512200	Elementary Benefits	293,611.00	293,611.00	101,935.00	191,676.00	35%	293,611.00	
100.512300	Elementary Purchased Services				-			
100.512400	Elementary Supplies	30,000.00	30,000.00	17,964.00	12,036.00	60%	30,000.00	
100.512500	Elementary Capital Outlay				-			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance	-			-			

February 13, 2014

VISION CHARTER SCHOOL - GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.515100	Secondary Salaries	660,201.00	684,483.00	217,617.00	466,866.00	32%	684,483.00	
100.515200	Secondary Benefits	222,670.00	222,670.00	74,275.00	148,395.00	33%	222,670.00	
100.515300	Secondary Purchased Services				-			
100.515400	Secondary Supplies	42,534.00	42,534.00	20,260.00	22,274.00	48%	42,534.00	
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			
100.521100	Exceptional Child Salaries		10,000.00	4,915.00	5,085.00	49%	10,000.00	
100.521200	Exceptional Child Benefits		2,013.00	376.00	1,637.00	19%	2,013.00	
100.521300	Exceptional Child Purchased Services	16,344.00	4,331.00	648.00	3,683.00	15%	4,331.00	
100.521400	Exceptional Child Supplies				-			
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
Subtotals:	**Instruction**	2,114,831.00	2,174,002.00	722,923.00	1,451,079.00	33%	2,174,002.00	
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	6,400.00	6,400.00	3,900.00	2,500.00	61%	6,400.00	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance	5,000.00	5,000.00	-	5,000.00	0%	5,000.00	
100.632100	District Administration Program Salaries	126,053.00	126,053.00	51,511.00	74,542.00	41%	126,053.00	
100.632200	District Administration Program Benefits	38,819.00	38,819.00	15,383.44	23,435.56	40%	38,819.00	
100.632300	District Administration Program Purchased Services	116,156.00	116,156.00	67,758.00	48,398.00	58%	125,000.00	
100.632400	District Administration Program Supplies	56,716.00	75,716.00	37,296.00	38,420.00	49%	75,716.00	
100.632500	District Administration Program Capital Outlay	187,000.00	237,189.00	190,446.00	46,743.00	80%	237,189.00	
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance				-			

February 13, 2014

VISION CHARTER SCHOOL - GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.661100	Buildings - Care Program Salaries	45,486.00	45,486.00	21,589.00	23,897.00	47%	45,486.00	**some of these salaries will be moved to the building maintenance fund
100.661200	Buildings - Care Program Benefits	13,900.00	13,900.00	6,440.00	7,460.00	46%	13,900.00	**some of these benefits will move the building maintenance fund
100.661300	Buildings - Care Program Purchased Services	77,000.00	77,000.00	22,738.00	54,262.00	30%	77,000.00	
100.661400	Buildings - Care Program Supplies	30,000.00	40,000.00	23,075.00	16,925.00	58%	40,000.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	20,000.00	20,000.00	9,911.00	10,089.00	50%	20,000.00	
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	13,500.00	22,617.00	5,030.00	17,587.00	22%	22,617.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services				-			
100.665400	Maintenance - Grounds Supplies	5,000.00	5,000.00	3,212.00	1,788.00	64%	5,000.00	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.683100	General Transportation Salaries				-			
100.683200	General Transportation Benefits				-			
100.683300	General Transportation Purchased Services	240,600.00	240,600.00	91,028.00	149,572.00	38%	240,600.00	
100.683400	General Transportation Supplies				-			
100.683500	General Transportation Capital Outlay				-			
100.683600	General Transportation Debt Retirement				-			
100.683700	General Transportation Insurance				-			
Subtotals:	**Support Services**	981,630.00	1,069,936.00	549,317.44	520,618.56	51%	1,078,780.00	

February 13, 2014

VISION CHARTER SCHOOL - GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.810300	Capital Assets - Student Occupied Purchased Services	63,475.00	37,509.00	37,509.00	-	100%	37,509.00	
100.810400	Capital Assets - Student Occupied Supplies				-			
100.810500	Capital Assets - Student Occupied Capital Outlay				-			
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-			
100.911500	Principal Capital Outlay	436,000.00	165,000.00	68,781.00	96,219.00	42%	165,000.00	
100.911600	Principal Debt Retirement	-	98,000.00	41,456.00	56,544.00	42%	98,000.00	
100.912500	Interest Capital Outlay				-			
100.912600	Interest Debt Retirement				-			
100.913500	Refunded Debt Capital Outlay				-			
100.913600	Refunded Debt - Debt Retirement				-			
Subtotals:	**Non-Instruction**	499,475.00	300,509.00	147,746.00	152,763.00	49%	300,509.00	
100.920000	Transfers Out				-			
100.950000	Contingency Reserve	132,244.00	132,244.00		132,244.00	0%		*we do not anticipate using any reserves
Subtotals:	**Other**	132,244.00	132,244.00	-	132,244.00	0%	-	
TOTAL GENERAL FUND EXPENDITURES		$3,728,180.00	$3,676,691.00	$1,419,986.44	$2,256,704.56	39%	$3,553,291.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**($443,415.00)**	**($270,098.00)**	**$675,810.06**			**($146,698.00)**	
	BEGINNING FUND BALANCE (July 1, 2013)	$767,043.00	$767,043.00	$767,043.00			$767,043.00	
	CHANGES IN FUND BALANCE	($443,415.00)	($270,098.00)	$675,810.06			($146,698.00)	
	ENDING FUND BALANCE AS OF _____12/13/13_____	**$323,628.00**	**$496,945.00**	**$1,442,853.06**			**$620,345.00**	

February 13, 2014

VISION CHARTER SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
23X.419200	Contributions/Donations				-			
23X.419900	Other Local Revenue				-			
23X.460000	Transfers In				-			
TOTAL FUND REVENUE		$0.00	$0.00	$0.00	$0.00		$0.00	
EXPENDITURES								
23X.512100	Elementary Salaries		1,375.00		1,375.00	0%	1,375.00	
23X.512200	Elementary Benefits				-			
23X.512300	Elementary Purchased Services				-			
23X.512400	Elementary Supplies		1,200.00		1,200.00	0%	1,253.00	
23X.512500	Elementary Capital Outlay		23,568.00	23,515.00	53.00	100%	23,515.00	
23X.512600	Elementary Debt Retirement				-			
23X.512700	Elementary Insurance				-			
23X.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$0.00	$26,143.00	$23,515.00	$2,628.00	90%	$26,143.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**($26,143.00)**	**($23,515.00)**			**($26,143.00)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$126,143.00	$126,143.00	$126,143.00			$126,143.00	
	CHANGES IN FUND BALANCE	$0.00	($26,143.00)	($23,515.00)			($26,143.00)	
	ENDING FUND BALANCE AS OF _____	**$126,143.00**	**$100,000.00**	**$102,628.00**			**$100,000.00**	

February 13, 2014

VISION CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-	#DIV/0!		
245.439000	Other State Revenue		19,000.00		19,000.00	0%	19,000.00	
245.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		$0.00	$19,000.00	$0.00	$19,000.00	0%	$19,000.00	
EXPENDITURES								
245.623100	Instruction-Related Technology Salaries		22,000.00	4,873.42	17,126.58	22%	22,000.00	
245.623200	Instruction-Related Technology Benefits		3,248.70	1,375.25	1,873.45	42%	3,248.70	
245.623300	Instruction-Related Technology Purchased Services				-			
245.623400	Instruction-Related Technology Supplies				-			
245.623500	Instruction-Related Technology Capital Outlay				-			
245.623600	Instruction-Related Technology Debt Retirement				-			
245.623700	Instruction-Related Technology Insurance				-			
245.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$0.00	$25,248.70	$6,248.67	$19,000.03	25%	$25,248.70	
TOTAL REVENUE OVER EXPENDITURES		**$0.00**	**($6,248.70)**	**($6,248.67)**			**($6,248.70)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$6,248.70	$6,248.70	$6,248.70			$6,248.70	
	CHANGES IN FUND BALANCE	$0.00	($6,248.70)	($6,248.67)			($6,248.70)	
	ENDING FUND BALANCE AS OF _____12/13/13_____	**$6,248.70**	**$0.00**	**$0.03**			**$0.00**	

February 13, 2014

VISION CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA				-			
251.445900	Other Indirect Restricted Federal	81,616.00	81,616.00		81,616.00	0%	81,616.00	**I have requested all expended funds to date
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$81,616.00	$81,616.00	$0.00	$81,616.00	0%	$81,616.00	
EXPENDITURES								
251.512100	Elementary Salaries	52,313.00	55,509.73	15,965.28	39,544.45	29%	55,509.73	
251.512200	Elementary Benefits	29,123.00	29,123.00	7,515.71	21,607.29	26%	29,123.00	
251.512300	Elementary Purchased Services				-			
251.512400	Elementary Supplies	180.00	180.00	152.49	27.51	85%	180.00	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$81,616.00	$84,812.73	$23,633.48	$61,179.25	28%	$84,812.73	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**($3,196.73)**	**($23,633.48)**			**($3,196.73)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$3,196.73	$3,196.73	$3,196.73			$3,196.73	
	CHANGES IN FUND BALANCE	$0.00	($3,196.73)	($23,633.48)			($3,196.73)	
	ENDING FUND BALANCE AS OF _____12/1	**$3,196.73**	**($0.00)**	**($20,436.75)**			**($0.00)**	

February 13, 2014

VISION CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue				-			
257.445900	Other Indirect Restricted Federal	68,198.00	68,198.00		68,198.00	0%	68,198.00	**I have subsequently requested and received all expended funds to date.
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$68,198.00	$68,198.00	$0.00	$68,198.00	0%	$68,198.00	
EXPENDITURES								
257.512100	Elementary Salaries	27,192.00	27,192.00	9,753.72	17,438.28	36%	27,192.00	
257.512200	Elementary Benefits	6,907.00	6,907.00	3,053.42	3,853.58	44%	6,907.00	
257.512300	Elementary Purchased Services				-			
257.512400	Elementary Supplies				-			
257.512500	Elementary Capital Outlay				-			
257.512600	Elementary Debt Retirement				-			
257.512700	Elementary Insurance				-			
257.515100	Secondary Salaries	27,192.00	27,192.00	9,753.72	17,438.28	36%	27,192.00	
257.515200	Secondary Benefits	6,907.00	6,907.00	3,053.42	3,853.58	44%	6,907.00	
257.515300	Secondary Purchased Services				-			
257.515400	Secondary Supplies				-			
257.515500	Secondary Capital Outlay				-			
257.515600	Secondary Debt Retirement				-			
257.515700	Secondary Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$68,198.00	$68,198.00	$25,614.28	$42,583.72	38%	$68,198.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($25,614.28)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($25,614.28)			$0.00	
	ENDING FUND BALANCE AS OF _____12/13/13_	**$0.00**	**$0.00**	**($25,614.28)**			**$0.00**	

February 13, 2014

VISION CHARTER SCHOOL--- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	16,887.00	16,887.00		16,887.00	0%	16,887.00	**I subsequently requested all funds expended to date
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$16,887.00	$16,887.00	$0.00	$16,887.00	0%	$16,887.00	
EXPENDITURES								
271.512100	Elementary Salaries	8,443.50	6,150.58	5,371.75	778.83	87%		
271.512200	Elementary Benefits				-			
271.512300	Elementary Purchased Services		2,292.92	2,292.92	-	100%		
271.512400	Elementary Supplies				-			
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.515100	Secondary Salaries	8,443.50	6,150.58	5,371.75	778.83	87%		
271.515200	Secondary Benefits				-			
271.515300	Secondary Purchased Services		2,292.92	2,292.92	-	100%		
271.515400	Secondary Supplies				-			
271.515500	Secondary Capital Outlay				-			
271.515600	Secondary Debt Retirement				-			
271.515700	Secondary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$16,887.00	$16,887.00	$15,329.34	$1,557.66	91%	$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($15,329.34)**			**$16,887.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($15,329.34)			$16,887.00	
	ENDING FUND BALANCE AS OF _____12/13/13__	**$0.00**	**$0.00**	**($15,329.34)**			**$16,887.00**	

February 13, 2014

VISION CHARTER SCHOOL--- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	25,000.00	25,000.00	4,713.21	20,286.79	19%	25,000.00	
290.416200	Meal sales: non-reimbursable				-			
290.416900	Other Food Sales				-			
290.443000	Direct Restricted Federal				-			
290.445500	Child Nutrition Reimbursement	79,000.00	79,000.00	14,161.60	64,838.40	18%	79,000.00	
290.445900	Other Indirect Restricted Federal				-			
290.460000	Transfers In				-			
TOTAL FUND REVENUES		$104,000.00	$104,000.00	$18,874.81	$85,125.19	18%	$104,000.00	
EXPENDITURES								
290.710100	Food Service Salaries				-			
290.710200	Food Service Benefits				-			
290.710300	Food Service Purchased Services	104,000.00	105,759.18	41,671.00	64,088.18	39%	105,759.18	
290.710400	Food Service Supplies				-			
290.710500	Food Service Capital Outlay				-			
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$104,000.00	$105,759.18	$41,671.00	$64,088.18	39%	$105,759.18	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**($1,759.18)**	**($22,796.19)**			**($1,759.18)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$1,759.18	$1,759.18	$1,759.18			$1,759.18	
	CHANGES IN FUND BALANCE	$0.00	($1,759.18)	($22,796.19)			($1,759.18)	
	ENDING FUND BALANCE AS OF ____12/13/13__	**$1,759.18**	**$0.00**	**($21,037.01)**			**$0.00**	

SUBJECT

Liberty Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Liberty Charter School (Liberty) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Nampa since 1999. Liberty serves approximately 425 students in grades K-12.

DISCUSSION

Liberty has provided a written annual update.

Liberty continues demonstrate excellent academic results. After receiving a 2011-2012 Star Rating of 4 out of 5, the school received a 2012-2013 Star Rating of 5 out of 5.

This year, Liberty has added a new reading program developed by a Victory teacher to strengthen the school's reading curriculum and improve alignment with the Common Core State Standards (CCSS). The school's teachers were trained on the reading program during summer 2013.

Liberty's fiscal stability is apparent. The school ended FY13 with a carryover of nearly $1,250,000. The school anticipates having a surplus in FY14 and projects ending FY14 with carryover of approximately $1,300,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Liberty Public Charter School
Address	9955 Kris Jensen Lane, Nampa, ID 83686
Date of Site Visit	November 19, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Sheila Bryant, Board Chair Clyde Colbert, Member
Administrator(s) Interviewed	Rebecca Stallcop, Administrator Mark Wachsmuth, Assistant Principal
Business Manager / Clerk Interviewed	Alane McKnight, Clerk
Other Stakeholder(s) Interviewed	Students (7); Teachers (3)

Board Member(s) Interview

Sheila Bryant, board chair, and Clyde Colbert, board member, participated in the interview. They reported that the Liberty is stable and has had minimal changes to the implementation of the mission, charter, or Harbor method in the past year. The school has added a new reading program, which the board noted is rare at Liberty since they pride themselves on consistency. Additionally, two of Liberty's teachers retired at the end of the 2012-2013 school year, but remain working with the school part-time to train newer teachers in the Harbor method.

The board members feel they have a good working relationship with the administrator, Rebecca Stallcop. They feel she is open and communicates well with the board; if there are issues, they let her know. The board respects Ms. Stallcop's input and what she brings. They also believe that Ms. Stallcop works well with the Assistant Principal, Mark Wachsmuth.

The board members noted that board training is an area where they can improve, as they are little behind where they'd like to be this year. Normally, the Liberty board sets up trainings that are available to the boards of all three of the Nampa Harbor schools; they are currently in the planning process. The board has not done a formal self-evaluation.

When asked about their concerns for the school's academics, operations, or finances, the board members responded that they do not have any significant concerns. They identified board training as an area where the board can improve, but feel that the school's program, finances, and operations are a "well-run machine" and everything is working as intended.

Administrator(s) Interview

Rebecca (Becky) Stallcop and Mark Wachsmuth participated in the interview. Ms. Stallcop has been the administrator of Liberty Charter School since its founding in 1999. Mr. Wachsmuth began his tenure as Vice Principal in Fall 2012. The administrators feel that everything they do is related to the Harbor goals and school-to-work philosophy. Accordingly, the school has made some minor changes in the past year, including modifying the attendance policy and phasing out of French as a class offering.

Ms. Stallcop believes that all of the Liberty board members understand and support the Harbor method and are committed to consistently implementing that method with integrity. She feels she has a good relationship with the board and that they are getting to know Mr. Wachsmuth. The administrators described the division of roles and responsibilities between the board and

administration, with the board making policy decisions and the administration implementing them day-to-day.

Ms. Stallcop and Mr. Wachsmuth identified several, key indicators they consider when measuring the success of the school. In regards to student performance, though test scores are important, they look closely for demonstrations by students that they are ready for the workplace. Students should be responsible, proactive, and have a strong work ethic. They also want students to graduate and go on to college. Ms. Stallcop noted that having happy teachers is a very high priority, since it leads to happy students and happy students are prepared to learn. The administrators minimize teachers' extra duties and meetings so they can focus on their jobs and create a low pressure learning environment.

Ms. Stallcop and Mr. Wachsmuth feel that implementation of the Common Core State Standards (CCSS) at Liberty is going well. They have worked on alignment and have integrated a reading project developed by a Victory teacher using literary concepts. They also feel relatively prepared for the transition to the Smarter Balanced Assessment (SBA) in terms of content and recognize that they need to address the logistical side of it (scheduling, etc.). They are nervous that there may be push back at a statewide level and are hoping this doesn't result in the test being discontinued.

When asked about their concerns for the school's academics, operations, or finances, the administrators responded with very few concerns, noting that the entire staff is solution-oriented. They would like to have more of a financial cushion because of the uncertainty of what will happen with state funding; building issues or other expected costs, etc. Ms. Stallcop noted that their biggest challenge now is training new teachers in the Harbor method.

Business Manager / Clerk Interview

A brief interview was conducted with Alane McKnight, the Clerk for Liberty Charter School. Ms. McKnight feels the school is doing well financially. She anticipates that the school will spend down some of their reserves this year, as they are doing some upgrades and remodeling of the building. Some of the facility improvements were planned for; others were not. Additionally, Liberty recently needed to purchase some new computers that were not in the original budget. Enrollment is slightly higher than projected, which will provide a little additional revenue to offset some of these costs.

Ms. McKnight keeps a close eye on the school's finances during the year and runs questions and concerns past Ms. Stallcop and the board. The Vice Chair of the board reviews monthly budget reports closely; the entire board receives monthly budget reports and payroll records.

Student Meeting

The PCSC staff member had the opportunity to meet with seven (7) Liberty students. When asked for open and honest feedback, students gave the following responses.

How can this school improve?

- There are limited classes we can take (in high school); we know its probably because this is a small school, but more opportunities would be good; we'd like more classes that are introductory to careers (like pre-med).
- I wish that I'd had more science in elementary; I didn't feel as prepared in science as would be ideal.

- In Spanish, we'd like more life application, sentence fluency, and use of images to help us understand .
- I think the policy for turning in work should be the same for all classes (instead of different for each teacher) and I'd prefer it were more strict – give us a day after it's due to get some credit and then after that, none.
- We don't have some of the resources we need to do certain science labs.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 6
- Sort of / not so much (thumb to the middle): 1
- Definitely No (thumb down): 0

What did you answer that way?

- I used to go to another school and it felt like I wasn't learning as much there as I do here.
- We gave a big workload and a lot of homework – it's good .
- We learn to work hard here.

What do you like about this school?

- We have good teachers; they care, they'll stay after class / give their free time to help students; we don't have to be embarrassed to ask questions, because the teachers encourage it.
- Teachers set limits and discipline in respectful ways; they're strict on rules which teaches us to be better people.
- We get music and other classes that other schools don't have.
- We get to challenge ourselves; they push us; I've learned to manage my time; this school has taught me to work hard and has really prepared me for college.
- The service and apprenticeship hours.
- The school is clean and safe.
- The strict dress code helps us to feel comfortable and we're not distracted by what people are wearing.
- Access to technology (in HS).
- Posting of PowerPoints online and online submission of work has been helpful.
- There is lots of time outside class to learn and get help from students and teachers.

Teacher Meeting

The PCSC staff member had the opportunity to meet with three (3) Liberty teachers. When asked for open and honest feedback, teachers gave the following responses:

How can Liberty improve?

- We could have more playground equipment.
- Technology could be improved – we can deliver the curriculum but it would be good to move away from old overhead projectors to newer / better technology.

Describe your professional development. Do strategies and ideas leaned through professional development get applied?

- It's timely; it relates to what is happening.
- We're eager for it and enjoy it; we don't mind giving up our time.
- The administration makes it easy to do professional development by bringing it here, to us.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- We feel good about CCSS; we've taken MTI and a reading / ELA training.
- We made sure the curriculum was aligned to the CCSS.
- I don't feel like I know what the SBA is going to look like; it's hard to find on the SBA website and the state hasn't provided enough information.

What is going well at Liberty? What do you like about working here?

- We feel supported by the school's administrators.
- As things come up and we become aware, if we realize something can be improved, we do it.
- The small size of the school – kids don't get lost; we know them.
- Families are supportive of the school.
- The board and administration are responsible with our finances.
- Having Educational Assistants in the classrooms gives us more flexibility to address the needs of struggling students.

Documents Review

Finances

The FY13 end-year and FY14 year-to-date finances were reviewed. Alane McKnight was available to answer questions. Liberty ended FY13 with a surplus, increasing the school's carryover by approximately $147,000 and ending the year with a total carryover of over $800,000. Ms. McKnight projects that Liberty will spend down some of the school's carryover this year (end the year with a single-year loss) in order for the school to make some necessary upgrades to the facility and curriculum / resources. At this time, the PCSC staff member who conducted the visit does not have any significant concerns about Liberty's finances or the documentation reviewed.

Special Education Files

Three (3) special education files were selected at random for review. Erica Garber, Special Education Director, was available to answer questions. Two (2) of three (3) files had up-to-date IEPs, including accommodations and LRE documentation. The third file was due for an IEP update eleven days before the visit. Ms. Garber explained that scheduling the IEP meeting had been a challenge and the meeting was now scheduled. The student's file included an e-mail from the student's parent confirming permission/ preference for special education services to continue until the new IEP was completed. Current eligibility reports were included in all files (one of these reports was viewed electronically as it was not in the hard-copy file). The hard-copy files were inconsistently organized (with some loose papers and few dividers to separate types of

documents), but Ms. Garber indicated that the school relies more on their electronic documentation. The PCSC staff member has no significant concerns about the files reviewed.

Classroom Observations

The PCSC staff member had the opportunity to visit nine (9) classrooms at Liberty. Because of the timing of the visit, only one (1) of the classes visited was a high school classroom.

The school's educational approach was apparent; direct instruction and chorale learning were observed. In five (5) of the classes observed, students were interacting with the teacher as a whole group; in two classes, students were working in small groups; in one (1) class, students were working independently; and in one (1) class, students were taking a test. Of the classrooms where testing was not taking place, four (4) had students who were identified as highly engaged (virtually all students participating in the appropriate activity), and in another three (3) classes, students were identified as engaged (with most students participating). In the remaining class (1), the PCSC staff member identified students as partially engaged, with most students participating, but others socializing or not working on an appropriate activity. This did not appear to present a significant issue, as the teacher addressed the issue effectively during the observation time. Behavior management was relatively strong; in three (3) of eleven (8) non-testing classes, behavior management was unnecessary; in five (5) classes the teacher demonstrated timely and effective classroom management that prevented behaviors from becoming a distraction. Overall, classroom observations were quite positive.

Summary

Strengths

- Strong academics, as demonstrated by the school's 5 Star Rating.
- Classroom observations revealed strong levels of student engagement.
- Student feedback was primarily positive and revealed that students feel challenged to do their best work.
- The board and administration report having a good working relationship.
- The school is financially stable.

Challenges or Areas for Improvement

- Board training and evaluation could be improved.
- Hard-copy special education files lacked consistent, strong organization.

Concerns

- The PCSC staff member who conducted the visit has no significant concerns about Liberty Public Charter School at this time.

Recommendations

- PCSC staff recommends that the board consider developing and implementing an ongoing board training and evaluation plan.
- PCSC staff recommends that the school's administration and special education staff consider whether the school may benefit from adjusting how hard-copy special education files are organized, though the staff member recognizes that this may be unnecessary due to the school's preference for reliance on electronic files.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 1-6-2014

School Name: Liberty Charter School

School Address: 9955 Kris Jensen Lane, Nampa, ID 83686
School Phone: 208.466.7952
Current School Year: 2013-2014

School Mission: To develop students who are competent, confident, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Sheila Bryant	Chairman, 2015	Legal, Financial	Sheila.bryant61@gmail.com	208.880.7499
Clyde Colbert	Vice Chair, 2015	Business Manager	clydec@quintx.com	208.465.7571
Robbie Hamblin	Board Member, 2014	Medical, Business Owner	rhamblin@cableone.net	208.461.2853
Ted Hernandez	Board Member, 2016	Business Manager	Teodoro.hernandez@yahoo.com	208.465.7104
Sherry Mancuso	Secretary/Treasurer, 2016	Medical, Office Mgt, Financial	sherry@saltzermed.com	208.697.4913
Alane McKnight	N/A	Clerk of the Board	clerk@libertycharterschool.com	208.466.7952

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	24	97.51%	235	24	98.39%
1	28	28	97.70%	248	28	98.11%
2	30	30	97.99%	196	31	97.90%
3	30	31	98.81%	211	30	98.76%
4	33	33	98.22%	247	33	98.41%
5	33	33	98.80%	218	32	98.08%
6	33	33	98.77%	242	33	98.76%
7	35	35	98.51%	255	35	97.33%
8	35	34	98.91%	222	35	97.17%
9	40	41	98.09%	229	38	97.80%
10	33	33	97.93%	95	36	95.22%
11	38	39	97.75%	46	37	94.75%
12	36	36	97.16%	88	30	97.22%
TOTAL	**428**	**430**	**98.16%**	**2532**	**422**	**97.53%**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	52/12%	4/1%	358/83%	13/3%	0	0	116/27%	26/6%
Previous	36/8.6%	2/.05%	368/87%	7/1.7%	2/.05%	0	154/39%	23/5.4%

FACULTY AND STAFF

Administrator Name(s): Rebecca Stallcop, principal; Mark Wachsmuth, assistant principal
Administrator's Hire Date: June 1998 (Stallcop), July 2012 (Wachsmuth as admin, Liberty teacher for 5 yrs prior)
Administrator Email(s): rebeccastallcop@libertycharterschool.com, mwachsmuth@libertycharterschool.com

Current Classified Staff (# FTE): 12
Current Faculty (# FTE): 16.5

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No
Does your school currently have a school improvement status with the SDE? No
If yes, please specify your school's status (Focus, Priority): NA

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:
None

Please describe the greatest successes experienced by your school in the past year:
Liberty achieved 5-STAR rating.
Another year where 100% of seniors graduated.
Continued budget strength and fiscal restraint to realize ample unappropriated fund balance while providing all student services and teacher salaries and benefits that are among the highest in the State.

Please describe any challenges you anticipate during the upcoming year:
None

Please add any additional information of which you would like to make your authorizer aware :
Liberty teachers took part in a professional development course this past fall offered by a Victory teacher to address Common Core & further strengthen the reading program within the Harbor Method. The class was offered for credit through NNU. Teachers from Liberty, Victory & Legacy Charter Schools met for weekly classes then broke into small groups per their grade level. The outcome was a successful building upon of a program that has stood the test of time and that can now move forward stronger and with Common Core covered.

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

LIBERTY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
							FYTD Information through 11.30.13
415000 Earnings on Investments	1,500.00	1,500.00	256.20	1,243.80	17%	1,500.00	
416100 School Food Service	80,000.00	80,000.00	30,690.77	49,309.23	38%	80,000.00	
416200 Meal sales: non-reimbursable	13,000.00	13,000.00	3,932.41	9,067.59	30%	13,000.00	
416900 Other Food Sales	60.00	60.00	451.50	(391.50)	753%	500.00	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	-	-	-	-		-	
419900 Other Local Revenue	12,000.00	12,000.00	16,375.95	(4,375.95)	136%	20,000.00	
431100 Base Support Program	2,023,029.00	2,023,029.00	1,897,280.00	125,749.00	94%	2,023,029.00	
431200 Transportation Support	153,000.00	153,000.00	-	153,000.00	0%	153,000.00	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	226,560.00	226,560.00	-	226,560.00	0%	226,560.00	
431900 Other State Support	75,500.00	75,500.00	8,526.43	66,973.57	11%	75,000.00	
437000 Lottery / Addtl State Maintenance	8,652.00	8,652.00	8,774.00	(122.00)	101%	8,774.00	
439000 Other State Revenue	-	-	-	-		-	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	36,000.00	36,000.00	-	36,000.00	0%	36,000.00	
445000 Title I - ESEA	59,748.00	59,748.00	9,264.38	50,483.62	16%	59,748.00	
445500 Child Nutrition Reimbursement	96,000.00	96,000.00	27,327.75	68,672.25	28%	96,000.00	
445600 Title VI-B IDEA	64,849.00	64,849.00	11,742.62	53,106.38	18%	64,849.00	
445900 Other Indirect Restricted Federal	10,441.00	10,441.00	229.32	10,211.68	2%	10,441.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	300,000.00	300,000.00	290,378.08	9,621.92	97%	300,000.00	
TOTAL REVENUE	**$3,160,339.00**	**$3,160,339.00**	**$2,305,229.41**	**$855,109.59**	**73%**	**$3,168,401.00**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	1,437,396.00	1,437,396.00	487,342.11	950,053.89	34%	1,444,646.00	
200 EMPLOYEE BENEFITS	405,308.40	405,308.40	139,934.05	265,374.35	35%	405,658.40	
300 PURCHASED SERVICES	372,100.00	372,100.00	136,965.20	235,134.80	37%	418,900.00	
400 SUPPLIES	148,283.60	148,283.60	54,340.16	93,943.44	37%	150,535.40	
500 CAPITAL OUTLAY	37,000.00	37,000.00	46,268.05	(9,268.05)	125%	49,000.00	
600 DEBT RETIREMENT	300,000.00	300,000.00	290,378.08	9,621.92	97%	300,000.00	
700 INSURANCE	26,500.00	26,500.00	24,480.00	2,020.00	92%	26,500.00	
920000 TRANSFERS OUT	300,000.00	300,000.00	290,378.08	9,621.92	97%	300,000.00	
TOTAL EXPENDITURES	**$3,026,588.00**	**$3,026,588.00**	**$1,470,085.73**	**$1,556,502.27**	**49%**	**$3,095,239.80**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$133,751.00**	**$133,751.00**	**$835,143.68**			**$73,161.20**	
TOTAL BEGINNING BALANCE (All Funds)	**$1,246,201.00**	**$1,246,201.00**	**$1,246,201.00**			**$1,246,201.00**	
TOTAL CHANGES (All Funds)	**$133,751.00**	**$133,751.00**	**$835,143.68**			**$73,161.20**	
ENDING BALANCE (All Funds)	**$1,379,952.00**	**$1,379,952.00**	**$2,081,344.68**			**$1,319,362.20**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$816,100.00	$816,100.00	$816,100.00			$816,100.00	
100 Changes in Fund Balance	$126,591.00	$126,591.00	$865,503.85			$66,061.20	
100 Ending Fund Balance	$942,691.00	$942,691.00	$1,681,603.85			$882,161.20	
251 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
251 Changes in Fund Balance	$0.00	$0.00	($9,062.21)			$0.00	
251 Ending Fund Balance	$0.00	$0.00	($9,062.21)			$0.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($11,170.67)			$0.00	
257 Ending Fund Balance	$0.00	$0.00	($11,170.67)			$0.00	
262 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
262 Changes in Fund Balance	$0.00	$0.00	($3,060.82)			$0.00	
262 Ending Fund Balance	$0.00	$0.00	($3,060.82)			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($232.12)			$0.00	
271 Ending Fund Balance	$0.00	$0.00	($232.12)			$0.00	
290 Beginning Fund Balance	$31,947.00	$31,947.00	$31,947.00			$31,947.00	
290 Changes in Fund Balance	$7,160.00	$7,160.00	($6,834.35)			$7,100.00	
290 Ending Fund Balance	$39,107.00	$39,107.00	$25,112.65			$39,047.00	
310 Beginning Fund Balance	$398,154.00	$398,154.00	$398,154.00			$398,154.00	
310 Changes in Fund Balance	$0.00	$0.00	$0.00			$0.00	
310 Ending Fund Balance	$398,154.00	$398,154.00	$398,154.00			$398,154.00	

February 13, 2014

LIBERTY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition	0			-			
100.415000	Earnings on Investments	1,500.00	1,500.00	256.20	1,243.80	17%	1,500.00	
100.419100	Rentals	-	-		-			
100.419200	Contributions/Donations				-			
100.419900	Other Local Revenue	12,000.00	12,000.00	16,375.95	(4,375.95)	136%	20,000.00	
100.431100	Base Support	2,023,029.00	2,023,029.00	1,897,280.00	125,749.00	94%	2,023,029.00	
100.431200	Transportation Support	153,000.00	153,000.00	-	153,000.00	0%	153,000.00	
100.431400	Exceptional Child Support	-	-		-			
100.431600	Tuition Equivalency	-	-		-			
100.431800	Benefit Apportionment	226,560.00	226,560.00		226,560.00	0%	226,560.00	
100.431900	Other State Support	75,500.00	75,500.00	8,526.43	66,973.57	11%	75,000.00	
100.437000	Lottery / Addtl State Maintenance	8,652.00	8,652.00	8,774.00	(122.00)	101%	8,774.00	
100.439000	Other State Revenue				-			
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal				-			
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		$2,500,241.00	$2,500,241.00	$1,931,212.58	569,028.42	77%	$2,507,863.00	
EXPENDITURES								
100.512100	Elementary Salaries	657,000.00	657,000.00	221,785.32	435,214.68	34%	657,000.00	
100.512200	Elementary Benefits	187,500.00	187,500.00	66,751.15	120,748.85	36%	187,500.00	
100.512300	Elementary Purchased Services	8,500.00	8,500.00	2,508.38	5,991.62	30%	8,500.00	
100.512400	Elementary Supplies	45,000.00	45,000.00	9,542.93	35,457.07	21%	45,000.00	
100.512500	Elementary Capital Outlay				-			
100.512600	Elementary Debt Retirement	-	-		-			
100.512700	Elementary Insurance				-			
100.515100	Secondary Salaries	469,500.00	469,500.00	149,701.12	319,798.88	32%	469,500.00	
100.515200	Secondary Benefits	137,100.00	137,100.00	44,371.02	92,728.98	32%	137,100.00	
100.515300	Secondary Purchased Services	1,500.00	1,500.00	-	1,500.00	0%	1,500.00	
100.515400	Secondary Supplies				-			
100.515500	Secondary Capital Outlay	32,000.00	32,000.00	32,701.13	(701.13)	102%	38,000.00	
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			

February 13, 2014

LIBERTY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.532100	School Activity Program Salaries	10,000.00	10,000.00	8,984.22	1,015.78	90%	10,500.00	
100.532200	School Activity Program Benefits				-			
100.532300	School Activity Program Purchased Services	1,000.00	1,000.00	2,294.18	(1,294.18)	229%	2,500.00	
100.532400	School Activity Program Supplies	9,000.00	9,000.00	3,477.52	5,522.48	39%	5,000.00	
100.532500	School Activity Program Capital Outlay	4,000.00	4,000.00	9,211.46	(5,211.46)	230%	9,500.00	There was additional income from fund raising
100.532600	School Activity Program Debt Retirement				-			
100.532700	School Activity Program Insurance				-			
Subtotals:	**Instruction**	1,562,100.00	1,562,100.00	551,328.43	1,010,771.57	35%	1,571,600.00	
100.616100	Special Services Program Salaries	22,250.00	22,250.00	10,980.00	11,270.00	49%	29,000.00	One extra EA
100.616200	Special Services Program Benefits	1,650.00	1,650.00	839.97	810.03	51%	2,000.00	
100.616300	Special Services Program Purchased Services	15,000.00	15,000.00	3,309.00	11,691.00	22%	12,000.00	
100.616400	Special Services Program Supplies	500.00	500.00	751.80	(251.80)	150%	751.80	
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.621100	Instruction Improvement Salaries				-			
100.621200	Instruction Improvement Benefits				-			
100.621300	Instruction Improvement Purchased Services	3,100.00	3,100.00	2,733.50	366.50	88%	3,100.00	
100.621400	Instruction Improvement Supplies				-			
100.621500	Instruction Improvement Capital Outlay				-			
100.621600	Instruction Improvement Debt Retirement				-			
100.621700	Instruction Improvement Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	8,800.00	8,800.00	6,289.34	2,510.66	71%	9,100.00	
100.631400	Board of Education Program Supplies	1,000.00	1,000.00	689.86	310.14	69%	1,000.00	
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.632100	District Administration Program Salaries	81,500.00	81,500.00	33,979.10	47,520.90	42%	81,500.00	
100.632200	District Administration Program Benefits	15,250.00	15,250.00	5,773.93	9,476.07	38%	15,250.00	
100.632300	District Administration Program Purchased Services	44,500.00	44,500.00	5,241.58	39,258.42	12%	15,000.00	
100.632400	District Administration Program Supplies				-			
100.632500	District Administration Program Capital Outlay				-			
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance				-			

February 13, 2014

LIBERTY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.661100	Buildings - Care Program Salaries	14,000.00	14,000.00	4,302.00	9,698.00	31%	14,000.00	
100.661200	Buildings - Care Program Benefits	1,200.00	1,200.00	329.09	870.91	27%	1,200.00	
100.661300	Buildings - Care Program Purchased Services	58,500.00	58,500.00	22,081.71	36,418.29	38%	58,500.00	
100.661400	Buildings - Care Program Supplies	9,000.00	9,000.00	2,087.51	6,912.49	23%	9,000.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	26,500.00	26,500.00	24,480.00	2,020.00	92%	26,500.00	
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	-	-	37,353.47	(37,353.47)		77,500.00	Replace fire system, floor
100.664400	Maintenance - Student Occupied Supplies	-	-		-			
100.664500	Maintenance - Student Occupied Capital Outlay	-	-		-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services				-			
100.665400	Maintenance - Grounds Supplies	5,000.00	5,000.00	7,966.14	(2,966.14)	159%	11,000.00	Lawn Care expense now Liberty's responsibility
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	180,600.00	180,600.00	48,225.44	132,374.56	27%	180,600.00	
100.681400	Pupil-to-School Transportation Supplies				-			
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
100.682100	Pupil-Activity Transportation Salaries				-			
100.682200	Pupil-Activity Transportation Benefits				-			
100.682300	Pupil-Activity Transportation Purchased Services	17,000.00	17,000.00	4,634.47	12,365.53	27%	17,000.00	
100.682400	Pupil-Activity Transportation Supplies				-			
100.682500	Pupil-Activity Transportation Capital Outlay				-			
100.682600	Pupil-Activity Transportation Debt Retirement				-			
100.682700	Pupil-Activity Transportation Insurance				-			
Subtotals:	**Support Services**	505,350.00	505,350.00	222,047.91	283,302.09	44%	564,001.80	

February 13, 2014

LIBERTY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.710100	Child Nutrition Salaries				-			
100.710200	Child Nutrition Benefits	6,200.00	6,200.00	1,954.31	4,245.69	32%	6,200.00	
100.710300	Child Nutrition Purchased Services				-			
100.710400	Child Nutirition Supplies				-			
100.710500	Child Nutrition Capital Outlay				-			
100.710600	Child Nutrition Debt Retirement				-			
100.710700	Child Nutrition Insurance				-			
Subtotals:	**Non-Instruction**	6,200.00	6,200.00	1,954.31	4,245.69	32%	6,200.00	
100.920000	Transfers Out	300,000.00	300,000.00	290,378.08	9,621.92	97%	300,000.00	
100.950000	Contingency Reserve				-			
Subtotals:	**Other**	300,000.00	300,000.00	290,378.08	9,621.92	97%	300,000.00	
TOTAL GENERAL FUND EXPENDITURES		$2,373,650.00	$2,373,650.00	$1,065,708.73	$1,307,941.27	45%	$2,441,801.80	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$126,591.00**	**$126,591.00**	**$865,503.85**			**$66,061.20**	
	BEGINNING FUND BALANCE (July 1, 2013)	$816,100.00	$816,100.00	$816,100.00			$816,100.00	
	CHANGES IN FUND BALANCE	$126,591.00	$126,591.00	$865,503.85			$66,061.20	
	ENDING FUND BALANCE AS OF November 30, 2013	**$942,691.00**	**$942,691.00**	**$1,681,603.85**			**$882,161.20**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- FUND 251 (TITLE I)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	59,748.00	59,748.00	9,264.38	50,483.62	16%	59,748.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$59,748.00	$59,748.00	$9,264.38	$50,483.62	16%	$59,748.00	
EXPENDITURES								
251.512100	Elementary Salaries	46,746.00	46,746.00	14,002.54	32,743.46	30%	46,746.00	
251.512200	Elementary Benefits	12,852.00	12,852.00	4,266.00	8,586.00	33%	12,852.00	
251.512300	Elementary Purchased Services				-			
251.512400	Elementary Supplies	150.00	150.00	58.05	91.95	39%	150.00	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$59,748.00	$59,748.00	$18,326.59	$41,421.41	31%	$59,748.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**($9,062.21)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($9,062.21)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($9,062.21)**			**$0.00**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- FUND 257 (PART B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	64,849.00	64,849.00	11,742.62	53,106.38	18%	64,849.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$64,849.00	$64,849.00	$11,742.62	$53,106.38	18%	$64,849.00	
EXPENDITURES								
257.512100	Elementary Salaries	50,000.00	50,000.00	17,266.64	32,733.36	35%	50,000.00	
257.512200	Elementary Benefits	13,615.40	13,615.40	5,646.65	7,968.75	41%	13,615.40	
257.512300	Elementary Purchased Services				-			
257.512400	Elementary Supplies	1,233.60	1,233.60	-	1,233.60	0%	1,233.60	
257.512500	Elementary Capital Outlay				-			
257.512600	Elementary Debt Retirement				-			
257.512700	Elementary Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$64,849.00	$64,849.00	$22,913.29	$41,935.71	35%	$64,849.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($11,170.67)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($11,170.67)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($11,170.67)**			**$0.00**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- FUND 262 (REAP)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal	36,000.00	36,000.00	-	36,000.00	0%	36,000.00	
262.445900	Other Indirect Restricted Federal				-			
262.460000	Transfers In				-			
TOTAL FUND REVENUES		$36,000.00	$36,000.00	$0.00	$36,000.00	0%	$36,000.00	
EXPENDITURES								
262.512100	Elementary Salaries				-			
262.512200	Elementary Benefits				-			
262.512300	Elementary Purchased Services	30,000.00	30,000.00	-	30,000.00	0%	30,000.00	
262.512400	Elementary Supplies	6,000.00	6,000.00		6,000.00	0%	6,000.00	
262.512500	Elementary Capital Outlay			3,060.82	(3,060.82)			
262.512600	Elementary Debt Retirement				-			
262.512700	Elementary Insurance				-			
262.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$36,000.00	$36,000.00	$3,060.82	$32,939.18	9%	$36,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($3,060.82)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($3,060.82)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($3,060.82)**			**$0.00**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- FUND 271 (TITLE II)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	10,441.00	10,441.00	229.32	10,211.68	2%	10,441.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$10,441.00	$10,441.00	$229.32	$10,211.68	2%	$10,441.00	
EXPENDITURES								
271.512100	Elementary Salaries	8,200.00	8,200.00	333.32	7,866.68	4%	8,200.00	
271.512200	Elementary Benefits	2,241.00	2,241.00	128.12	2,112.88	6%	2,241.00	
271.512300	Elementary Purchased Services				-			
271.512400	Elementary Supplies				-			
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$10,441.00	$10,441.00	$461.44	$9,979.56	4%	$10,441.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($232.12)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($232.12)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($232.12)**			**$0.00**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- FUND 290 (FOOD SERVICE)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	80,000.00	80,000.00	30,690.77	49,309.23	38%	80,000.00	
290.416200	Meal sales: non-reimbursable	13,000.00	13,000.00	3,932.41	9,067.59	30%	13,000.00	
290.416900	Other Food Sales	60.00	60.00	451.50	(391.50)	753%	500.00	
290.443000	Direct Restricted Federal				-			
290.445500	Child Nutrition Reimbursement	96,000.00	96,000.00	27,327.75	68,672.25	28%	96,000.00	
290.445900	Other Indirect Restricted Federal				-			
290.460000	Transfers In				-			
TOTAL FUND REVENUES		$189,060.00	$189,060.00	$62,402.43	$126,657.57	33%	$189,500.00	
EXPENDITURES								
290.710100	Food Service Salaries	78,200.00	78,200.00	26,007.85	52,192.15	33%	78,200.00	
290.710200	Food Service Benefits	27,700.00	27,700.00	9,873.81	17,826.19	36%	27,700.00	
290.710300	Food Service Purchased Services	3,600.00	3,600.00	2,294.13	1,305.87	64%	3,600.00	
290.710400	Food Service Supplies	71,400.00	71,400.00	29,766.35	41,633.65	42%	71,400.00	
290.710500	Food Service Capital Outlay	1,000.00	1,000.00	1,294.64	(294.64)	129%	1,500.00	
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$181,900.00	$181,900.00	$69,236.78	$112,663.22	38%	$182,400.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$7,160.00**	**$7,160.00**	**($6,834.35)**			**$7,100.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$31,947.00	$31,947.00	$31,947.00			$31,947.00	
	CHANGES IN FUND BALANCE	$7,160.00	$7,160.00	($6,834.35)			$7,100.00	
	ENDING FUND BALANCE AS OF November 30, 2	**$39,107.00**	**$39,107.00**	**$25,112.65**			**$39,047.00**	

February 13, 2014

LIBERTY CHARTER SCHOOL --- FUND 310 (BOND)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds				-			
310.460000	Transfers In	300,000.00	300,000.00	290,378.08	9,621.92	96.79%	300,000.00	
TOTAL FUND REVENUES		$300,000.00	$300,000.00	$290,378.08	$9,621.92	97%	$300,000.00	
EXPENDITURES								
310.911500	Principal Capital Outlay				-			
310.911600	Principal Debt Retirement	70,000.00	70,000.00	69,994.62	5.38	99.99%	70000	
310.912500	Interest Capital Outlay				-			
310.912600	Interest Debt Retirement	230,000.00	230,000.00	220,383.46	9,616.54	95.82%	230000	
310.913500	Refunded Debt Capital Outlay				-			
310.913600	Refunded Debt - Debt Retirement				-			
310.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$300,000.00	$300,000.00	$290,378.08	$9,621.92	97%	$300,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$0.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$398,154.00	$398,154.00	$398,154.00			$398,154.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$0.00			$0.00	
	ENDING FUND BALANCE AS OF November 30, 201	**$398,154.00**	**$398,154.00**	**$398,154.00**			**$398,154.00**	

SUBJECT

Victory Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Victory Charter School (Victory) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Nampa since 2004. Victory serves approximately 415 students in grades K-12.

DISCUSSION

Victory has provided a written annual update.

Victory continues to demonstrate excellent academic results. After receiving a 2011-2012 Star Rating of 4 out of 5, the school received a 2012-2013 Star Rating of 5 out of 5.

Victory reports no significant changes to the school's educational program.

The school's fiscal stability is apparent. Victory ended FY13 with a carryover of nearly $995,000. Based on the school's presented budget, Victory anticipates having a surplus in FY14 of approximately $14,000 and projects ending the year with carryover of over $1,000,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no recommendations or comments.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Victory Public Charter School
Address	9779 Kris Jensen Lane, Nampa, ID 83686
Date of Site Visit	November 19, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Leslie Mauldin, Chair Susan Larson, Member
Administrator(s) Interviewed	Marianne Saunders, Co-Administrator Matt McDaniel, Co-Administrator
Business Manager / Clerk Interviewed	Niki Crow, Clerk
Other Stakeholder(s) Interviewed	Students (6); Teachers (6)

Board Member(s) Interview

Leslie Mauldin, board chair, and Susan Larson, board member, participated in the interview. They described the school's mission to provide students with a safe environment and help them to be good citizens and employees. They reported that there have been no major changes to the implementation of the school's mission or charter, since the board feels strongly that the model they are using works. The board has updated some policies, such as attendance, within the past year.

The board members stated that the board has a "great working relationship" with the school's administrators, Marianne Saunders and Matt McDaniel. The board and administration are on the same page and have good communication; if there are any major issues, the administration notifies the board.

Board training is focused on new members, since most of the members have been on the board. Board members are given opportunities to attend trainings and conferences, and some participate more frequently than others. The board has not done a formal self-evaluation.

When asked about their concerns for the school's academics, operations, or finances, the board members responded that they had none. They feel the school is doing great; academic results are strong, and though finances sometimes feel tight, Victory is financially solvent.

Administrator(s) Interview

Marianne Saunders and Matt McDaniel, Co-Administrators, participated in the interview. Ms. Saunders has been the administrator of Liberty Charter School for ten years; Mr. McDaniel began as Co-Administrator in summer 2012. They reported that there have been few changes in the implementation of the school's mission and charter in the past year, as they feel that consistency and fidelity to the school's mission, vision, and Harbor method are critical. Victory has added more concurrent credit classes for high school students.

The administrators described their relationship with the board as strong and professional. The administrators feel supported and trusted by the board; the board is open to hearing the administrators' opinions but ultimately makes their own decisions.

Ms. Saunders and Mr. McDaniel feel that Victory is doing pretty well in regards to implementation of the Common Core State Standards (CCSS). They had a training session in the fall 2013 about applying the standards, and teachers have been given direction on teaching strategies. Additional

training is planned for spring 2014. Victory was a pilot school for the Smarter Balanced Assessment (SBA) last year (2012-2013), and the administrators have gathered and passed along resources about the test to teachers, so they feel good about their level of preparation for the transition to the new test. Victory is still working on the computer interface for the test and is concerned about the timing (length of the test) and logistics of implementation during the testing window, but they feel they have a phenomenal testing coordinator and in whom they are confident.

When asked about concerns they have for the school, the administrators responded that they don't have many. In terms of areas for improvement, they want Victory to continue to build healthy reserves. Additionally, professional development and collaboration of teachers is always a focus.

Both Ms. Saunders and Mr. McDaniel continue to be happy with their roles as co-administrators and their working relationship with each other. They both appear comfortable with their division and sharing of responsibilities, and each reflected on the ways that the other administrator helps, supports, and strengthens the other.

Business Manager / Clerk Interview

Niki Crow, Clerk, participated in the interview. She is comfortable with the school's financial situation and believes Victory is tracking appropriately at this point in the year. Last year, the school had expenses that exceeded revenue, a single-year loss that was primarily the result of teacher turnover. Despite this, Victory ended FY13 with a carryover. Ms. Crow anticipates that the school may need to spend down some additional funds from the carryover / reserves in FY14 due to some unexpected building maintenance costs. A freeze during the 2012-2013 year caused sidewalk and stucco damage, and though the school is working out liability questions, it is possible they will have to cover the full cost of the repairs during FY14.

Ms. Crow reviews the finances frequently and compares her estimates of where revenue and expenses should be to the actual numbers so she can work with the administration to make adjustments if needed. If something unexpected comes up, Ms. Crow informs the administration and the board. The board receives a monthly budget report and the board secretary reviews Ms. Crow's work to ensure that appropriate checks and balances are in place.

Student Meeting

The PCSC staff member had the opportunity to meet briefly with six (6) Victory students. When asked for open and honest feedback, students gave the following responses.

How can this school improve?

- Some teachers go at a quick pace and it can be hard to keep up if you're not good at that subject.
- I think there should be only one test per day (in elementary grades) .
- Maybe the budget could be distributed differently / better – we'd like more funds for athletics.
- We could use more tables in the cafeteria.
- We'd like to have more extracurricular activities and after school clubs and sports.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 6
- Sort of / not so much (thumb to the middle): 0
- Definitely No (thumb down): 0

What did you answer that way?

- With tests, there are usually some questions I have to really think about / take time to work through.
- They push us to do our best; they care about our education and challenge us.

What do you like about this school?

- I like the subjects we learn, like cursive in third grade and spelling.
- Though the class offerings here aren't as diverse as other schools, they do offer a lot of college / concurrent credit classes.
- How much the teachers care about us and our education at this school .
- We feel safe; we like the fire drills and lockdowns, because they make us feel prepared.
- I like that they require community services; it helps us get out in the community and allows us to realize the benefit of it.

Teacher Meeting

The PCSC staff member had the opportunity to meet with six (6) Victory teachers. When asked for open and honest feedback, teachers gave the following responses:

How can Victory improve?

- We're a science and math focus school, but the budget is tight, so we have to write grants to improve those departments; we could use better technology and resources, like manipulatives to help us implement MTI in the elementary grades.
- The computer lab houses other (non-technology) classes, so it's busy, which makes it hard for teachers / classes to do technology-related activities; a mobile lab (with laptops or tablets) would be helpful.
- Principal observations have decreased; we know the administrators are super busy, but we'd love to have more feedback.

Describe your professional development. Do strategies and ideas leaned through professional development get applied?

- We've had opportunities for professional development; we can seek it out, and the administrators will help cover our classes if we do it on our own.
- It's applicable; they bring trainings to us and address how it fits with this school.
- They specialize trainings for elementary vs. high school and for individual subjects, which helps.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- We aligned to the CCSS a while ago and identified and filled in gaps, so we're feeling pretty good about it.
- It helped to do the SBA pilot, and the field testing will help too.

- We're working to help students to prepare to write and show their work on the SBA.
- Our students perform at a high level so we think we'll be ok with the SBA transition.

What is going well at Victory? What do you like about working here?

- The administrators are great at their jobs; they're supportive, communicative, present, and solution-minded.
- We like each other; the teachers support each other; we're a team, everyone collaborates.
- The consistency of expectations, curriculum, etc. is enjoyable and effective.
- Students seem to have good relationships with each other and us.

Documents Review

Finances

The FY13 end-year and FY14 year-to-date finances were reviewed. Questions were answered by Niki Crow. Victory had a single-year loss in FY13 of approximately $50,000, but ended the year with a carryover of nearly $307,000. Ms. Crow anticipates that Victory will spend approximately $10,000 of the school's reserves in FY14 to cover building maintenance costs. Though the PCSC staff member who conducted the visit noted that the school is likely to end FY14 with two consecutive fiscal years of expenses exceeding revenue, Victory continues to have a reasonable carryover and finances and accounting practices appear to be stable and appropriate at this time.

Special Education Files

Three (3) special education files were selected at random for review. Jeff Davis, Special Education Teacher, was available to answer questions. Two (2) of three (3) files had up-to-date IEPs, including accommodations documentation (one of the IEPs was viewed electronically). The third file had an IEP update in-process at the time of the visit. The IEP meeting had been held thirteen days before the visit, and Mr. Davis communicated that the IEP was in the process of being amended and signed. Documentation of the meeting was included in the file. Current eligibility reports were included in all files. The hard-copy files were inconsistently organized (with some loose papers and few dividers to separate types of documents); Mr. Davis indicated that the school relies more on electronic documentation than on hard files.

Classroom Observations

The PCSC staff member had the opportunity to visit twelve (12) classrooms at Victory. The school's educational approach was apparent; direct instruction, chorale learning, and accelerated learning (concurrent credit, AP, etc.) were observed. In eight (8) of the classes observed, students were interacting with the teacher as a whole group; in three (3) classes, students were working independently; and in one (1) class, students were taking a test. Of the classrooms where testing was not taking place, five (5) had students who were identified as highly engaged (virtually all students participating in the appropriate activity), and in another five (5) classes, students were identified as engaged (with most students participating). In the remaining class (1), the PCSC staff member identified students as partially engaged, with some students participating, but others socializing or not working on an appropriate activity. Behavior management was relatively strong; in ten (10) of eleven (11) non-testing classes, behavior management was unnecessary or effectively addressed by the teacher. Overall, classroom observations were quite positive.

Summary

Strengths

- Strong academics, as demonstrated by the school's 5 Star Rating.
- Classroom observations revealed strong levels of student engagement.
- The board and administration report having a strong working relationship.
- Finances remain stable.

Challenges or Areas for Improvement

- Though finances are stable, the school is projecting that FY14 will be the second consecutive year where expenses will exceed revenue.
- Hard-copy special education files lack consistent, strong organization.

Concerns

- The PCSC staff member who conducted the visit has no significant concerns about Victory Public Charter School at this time.

Possible Charter Amendments

- Victory Charter School has not communicated any intention to propose charter amendments at this time.

Recommendations

- PCSC staff recommends that the board consider developing and implementing an ongoing board training and evaluation plan.
- PCSC staff recommends that the board, administration, and Clerk remain diligent in monitoring the school's finances to give Victory the best possible chance of ending FY14 with balanced revenue and expenses or an increased carryover.
- PCSC staff recommends that the school's administration and special education staff consider whether the school may benefit from adjusting how hard-copy special education files are organized, though the staff member recognizes that this may be unnecessary due to the school's preference for electronic files.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 1-03-2014

School Name: Victory Charter School

School Address: 9779 Kris Jensen Lane, Nampa, ID 83686
School Phone: 208-442-9400
Current School Year: 2013-2014

School Mission: To develop students who are competent, confident, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Leslie Mauldin	Chairman	Business Owner	Leslie.mauldin@yahoo.com	208-870-8538
Sandy Colbert	Vice Chair	Teacher	Sandy.colbert@yahoo.com	208-465-7571
Susan Larson	Sec, Treasurer	Education/Office Mgt	sjlrun@yahoo.com	208-463-4408
Ebi Amaechi	Member	Counselor/Juvenile Corrections	eamaechi@msn.com	208-440-4411
Darren McKenzie	Member	Attorney	Darrenmckenzie67@yahoo.com	208-461-3989
Niki Crow	Clerk	Accountant	schoolclerk32@gmail.com	208-442-9400

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	24	98.80%	90	24	99.10%
1	28	28	98.94%	176	28	98.35%
2	30	30	97.09%	133	30	99.05%
3	30	30	98.83%	186	30	99.01%
4	33	33	98.73%	205	32	97.62%
5	33	33	97.96%	187	33	97.75%
6	33	33	97.51%	229	33	98.32%
7	35	35	97.26%	215	35	98.76%
8	35	34	97.52%	152	35	97.54%
9	40	40	98.21%	169	35	98.21%
10	32	34	99.01%	6	34	99.01%
11	30	31	97.24%	5	31	97.24%
12	30	32	95.90%	21	31	95.90%
TOTAL	**413**	**417**	**97.92%**	**2211**	**416**	**98.14%**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	28/7%	7/2%	364/87%	12/3%	0	0	127/30%	21/5%
Previous	34/8.5%	13/3%	335/81%	13/3%	1/.3%	0	147/35%	11/2.8%

FACULTY AND STAFF

Administrator Name(s): Dr. Marianne Saunders & Mr. Matt McDaniel
Administrator's Hire Date: June 2004 & July 2012, respectively
Administrator Email(s): msaunders@victorycharterschool.net, mmcdaniel@victorycharterschool.net

Current Classified Staff (# FTE): 11
Current Faculty (# FTE): 15

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No
Does your school currently have a school improvement status with the SDE? No
If yes, please specify your school's status (Focus, Priority): NA

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:
None – but as our school continues to thrive and be successful, our goal is to channel our efforts into maintaining our fidelity to the philosophy & mission of the Harbor Method on which our school was founded.

Please describe the greatest successes experienced by your school in the past year:
Earning the 5-STAR rating and seeing a 100% graduation rate by our seniors.

Please describe any challenges you anticipate during the upcoming year:
Our only challenge somewhat is keeping up with technology needs - as expectations continue to increase by the State to provide a variety of options in this area, and with equipment needing continuous maintenance, replacement, upgrades, advancements & safety management, the technology grant cannot cover the costs. However, this should not be taken that we are unable to deliver our high-quality educational program as a result. We can still provide outstanding academic opportunities within our established program. We bring this up only as something to perhaps continue to keep in the forefront as our state educational funding is being looked at in the near & long term.

Please add any additional information of which you would like to make your authorizer aware:
Victory began 2013-2014 with its highest enrollment to date.
Certified staff completed a professional development class through NNU, but taught by one of our own, for Common Core Implementation. In this class, teachers from Victory, Liberty & Legacy Charter Schools came together for master classes and then broke into groups for each grade level. These teachers have already begun integrating new elements from this class that were not already part of our program, ensuring all grade levels are meeting Common Core requirements within the Harbor Method.

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

VICTORY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							FYTD information through November 2013.
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	1,000.00	650.00	86.60	563.40	13%	650.00	
416100 School Food Service	41,000.00	41,000.00	16,232.81	24,767.19	40%	41,000.00	
416200 Meal sales: non-reimbursable	12,650.00	12,650.00	2,659.05	9,990.95	21%	12,650.00	
416900 Other Food Sales	500.00	500.00	-	500.00	0%	500.00	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	6,000.00	14,500.00	1,252.13	13,247.87	9%	14,500.00	
419900 Other Local Revenue	8,000.00	8,000.00	280.50	7,719.50	4%	8,000.00	
431100 Base Support Program	1,889,316.00	1,889,316.00	1,640,027.00	249,289.00	87%	1,889,316.00	
431200 Transportation Support	119,000.00	119,000.00	-	119,000.00	0%	119,000.00	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	211,711.00	211,711.00	-	211,711.00	0%	211,711.00	
431900 Other State Support	-	-	-	-		-	
437000 Lottery / Addtl State Maintenance	8,379.00	8,333.00	8,333.00	-	100%	8,333.00	
439000 Other State Revenue	71,299.00	71,299.00	8,843.75	62,455.25	12%	71,299.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	35,000.00	35,000.00	-	35,000.00	0%	35,000.00	
445000 Title I - ESEA	65,709.00	66,502.00	15,574.35	50,927.65	23%	66,502.00	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	59,258.00	59,258.00	11,840.83	47,417.17	20%	59,258.00	
445900 Other Indirect Restricted Federal	65,642.00	65,642.00	15,965.61	49,676.39	24%	65,642.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	384,023.00	394,812.15	384,587.15	10,225.00	97%	394,812.15	
TOTAL REVENUE	**$2,978,487.00**	**$2,998,173.15**	**$2,105,682.78**	**$892,490.37**	**70%**	**$2,998,173.15**	

February 13, 2014

VICTORY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	1,310,753.00	1,310,838.81	516,769.08	794,069.73	39%	1,310,838.81	
200 EMPLOYEE BENEFITS	263,017.00	263,017.00	103,981.58	159,035.42	40%	263,017.00	
300 PURCHASED SERVICES	381,915.00	376,765.00	108,760.74	268,004.26	29%	376,765.00	
400 SUPPLIES	66,300.00	67,207.19	44,915.31	22,291.88	67%	67,207.19	
500 CAPITAL OUTLAY	17,529.00	17,767.20	10,760.28	7,006.92	61%	17,767.20	
600 DEBT RETIREMENT	373,798.00	384,587.15	384,587.15	-	100%	384,587.15	
700 INSURANCE	168,935.00	169,620.00	68,122.70	101,497.30	40%	169,620.00	
920000 TRANSFERS OUT	384,023.00	394,573.95	384,587.15	9,986.80	97%	394,573.95	
TOTAL EXPENDITURES	**$2,966,270.00**	**$2,984,376.30**	**$1,622,483.99**	**$1,361,892.31**	**54%**	**$2,984,376.30**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$12,217.00**	**$13,796.85**	**$483,198.79**			**$13,796.85**	
TOTAL BEGINNING BALANCE (All Funds)	**$994,901.00**	**$994,901.00**	**$994,901.00**			**$994,901.00**	
TOTAL CHANGES (All Funds)	**$12,217.00**	**$13,796.85**	**$483,198.79**			**$13,796.85**	
ENDING BALANCE (All Funds)	**$1,007,118.00**	**$1,008,697.85**	**$1,478,099.79**			**$1,008,697.85**	

February 13, 2014

VICTORY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$306,990.00	$306,990.00	$306,990.00			$306,990.00	
100 Changes in Fund Balance	$12,217.00	$13,796.85	$517,979.53			$13,796.85	
100 Ending Fund Balance	$319,207.00	$320,786.85	$824,969.53			$320,786.85	
251 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
251 Changes in Fund Balance	$0.00	$0.00	($14,480.20)			$0.00	
251 Ending Fund Balance	$0.00	$0.00	($14,480.20)			$0.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($13,286.56)			$0.00	
257 Ending Fund Balance	$0.00	$0.00	($13,286.56)			$0.00	
262 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
262 Changes in Fund Balance	$0.00	$0.00	$0.00			$0.00	
262 Ending Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($161.18)			$0.00	
271 Ending Fund Balance	$0.00	$0.00	($161.18)			$0.00	
290 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
290 Changes in Fund Balance	$0.00	$0.00	($6,852.80)			$0.00	
290 Ending Fund Balance	$0.00	$0.00	($6,852.80)			$0.00	
310 Beginning Fund Balance	$687,911.00	$687,911.00	$687,911.00			$687,911.00	
310 Changes in Fund Balance	$0.00	$0.00	$0.00			$0.00	
310 Ending Fund Balance	$687,911.00	$687,911.00	$687,911.00			$687,911.00	

February 13, 2014

VICTORY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments	1,000.00	650.00	86.60	563.40	13%	650.00	
100.419100	Rentals				-			
100.419200	Contributions/Donations	6,000.00	14,500.00	1,252.13	13,247.87	9%	14,500.00	
100.419900	Other Local Revenue	8,000.00	8,000.00	280.50	7,719.50	4%	8,000.00	Medicaid
100.431100	Base Support	1,889,316.00	1,889,316.00	1,640,027.00	249,289.00	87%	1,889,316.00	SU 26.65, Enrollment 417
100.431200	Transportation Support	119,000.00	119,000.00		119,000.00	0%	119,000.00	
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	211,711.00	211,711.00		211,711.00	0%	211,711.00	
100.431900	Other State Support				-			
100.437000	Lottery / Addtl State Maintenance	8,379.00	8,333.00	8,333.00	-	100%	8,333.00	
100.439000	Other State Revenue	71,299.00	71,299.00	8,843.75	62,455.25	12%	71,299.00	
100.460000	Transfers In	10,225.00	10,225.00		10,225.00	0%	10,225.00	
TOTAL GENERAL FUND REVENUES		$2,324,930.00	$2,333,034.00	$1,658,822.98	674,211.02	71%	$2,333,034.00	
EXPENDITURES								
100.512100	Elementary Salaries	512,750.00	598,000.00	251,326.99	346,673.01	42%	598,000.00	
100.512200	Elementary Benefits	98,501.00	110,000.00	48,800.11	61,199.89	44%	110,000.00	
100.512300	Elementary Purchased Services	9,500.00	9,500.00	1,026.98	8,473.02	11%	9,500.00	
100.512400	Elementary Supplies	13,200.00	13,200.00	13,846.16	(646.16)	105%	13,200.00	Excess expense will transfer to REAP
100.512500	Elementary Capital Outlay				-			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance	70,162.00	70,162.00	29,164.81	40,997.19	42%	70,162.00	
100.515100	Secondary Salaries	426,250.00	341,000.00	142,491.77	198,508.23	42%	341,000.00	
100.515200	Secondary Benefits	89,720.00	78,221.00	26,653.36	51,567.64	34%	78,221.00	
100.515300	Secondary Purchased Services	2,000.00	2,000.00		2,000.00	0%	2,000.00	
100.515400	Secondary Supplies			802.94	(802.94)			Expense will transfer to REAP
100.515500	Secondary Capital Outlay	11,571.00	11,571.00	10,322.08	1,248.92	89%	11,571.00	
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance	66,264.00	54,060.00	13,026.22	41,033.78	24%	54,060.00	
100.532100	School Activity Program Salaries	12,000.00	12,000.00	3,125.07	8,874.93	26%	12,000.00	
100.532200	School Activity Program Benefits	1,700.00	1,700.00	628.63	1,071.37	37%	1,700.00	
100.532300	School Activity Program Purchased Services	25,000.00	25,000.00	6,292.02	18,707.98	25%	25,000.00	
100.532400	School Activity Program Supplies	5,000.00	5,000.00	3,261.26	1,738.74	65%	5,000.00	
100.532500	School Activity Program Capital Outlay				-			
100.532600	School Activity Program Debt Retirement				-			
100.532700	School Activity Program Insurance				-			
Subtotals:	**Instruction**	1,343,618.00	1,331,414.00	550,768.40	780,645.60	41%	1,331,414.00	

February 13, 2014

VICTORY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.616100	Special Services Program Salaries	26,550.00	26,550.00	5,000.00	21,550.00	19%	26,550.00	
100.616200	Special Services Program Benefits	3,300.00	3,300.00	382.50	2,917.50	12%	3,300.00	
100.616300	Special Services Program Purchased Services	7,000.00	7,000.00	2,941.25	4,058.75	42%	7,000.00	
100.616400	Special Services Program Supplies		200.00	174.42	25.58	87%	200.00	
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.621100	Instruction Improvement Salaries				-			
100.621200	Instruction Improvement Benefits				-			
100.621300	Instruction Improvement Purchased Services	9,150.00	8,500.00	5,062.50	3,437.50	60%	8,500.00	
100.621400	Instruction Improvement Supplies				-			
100.621500	Instruction Improvement Capital Outlay				-			
100.621600	Instruction Improvement Debt Retirement				-			
100.621700	Instruction Improvement Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	7,400.00	7,400.00	4,527.40	2,872.60	61%	7,400.00	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance	2,800.00	3,485.00	3,485.00	-	100%	3,485.00	
100.632100	District Administration Program Salaries	145,398.00	145,398.00	53,529.15	91,868.85	37%	145,398.00	
100.632200	District Administration Program Benefits	29,510.00	29,510.00	10,050.54	19,459.46	34%	29,510.00	
100.632300	District Administration Program Purchased Services	51,000.00	51,000.00	19,004.19	31,995.81	37%	51,000.00	
100.632400	District Administration Program Supplies	150.00	150.00	6.60	143.40	4%	150.00	
100.632500	District Administration Program Capital Outlay	5,000.00	5,000.00		5,000.00	0%	5,000.00	
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance	7,796.00	20,000.00	7,021.67	12,978.33	35%	20,000.00	
100.661100	Buildings - Care Program Salaries	10,000.00	10,000.00	5,897.00	4,103.00	59%	10,000.00	
100.661200	Buildings - Care Program Benefits	765.00	765.00	451.11	313.89	59%	765.00	
100.661300	Buildings - Care Program Purchased Services	55,600.00	51,100.00	20,902.59	30,197.41	41%	51,100.00	
100.661400	Buildings - Care Program Supplies			2,170.42	(2,170.42)			Expense will transfer to REAP
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	21,913.00	21,913.00	15,425.00	6,488.00	70%	21,913.00	
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	52,900.00	52,900.00	7,452.41	45,447.59	14%	52,900.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			

February 13, 2014

VICTORY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	155,965.00	155,965.00	40,530.29	115,434.71	26%	155,965.00	
100.681400	Pupil-to-School Transportation Supplies				-			
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
Subtotals:	**Support Services**	592,197.00	600,136.00	204,014.04	396,121.96	34%	600,136.00	
100.710100	Child Nutrition Salaries				-			
100.710200	Child Nutrition Benefits	3,100.00	3,100.00	1,473.86	1,626.14	48%	3,100.00	
100.710300	Child Nutrition Purchased Services				-			
100.710400	Child Nutirition Supplies				-			
100.710500	Child Nutrition Capital Outlay				-			
100.710600	Child Nutrition Debt Retirement				-			
100.710700	Child Nutrition Insurance				-			
Subtotals:	**Non-Instruction**	3,100.00	3,100.00	1,473.86	1,626.14	48%	3,100.00	
100.920000	Transfers Out	373,798.00	384,587.15	384,587.15	-	100%	384,587.15	
100.950000	Contingency Reserve				-			
Subtotals:	**Other**	373,798.00	384,587.15	384,587.15	-	100%	384,587.15	
TOTAL GENERAL FUND EXPENDITURES		$2,312,713.00	$2,319,237.15	$1,140,843.45	$1,178,393.70	49%	$2,319,237.15	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$12,217.00**	**$13,796.85**	**$517,979.53**			**$13,796.85**	
	BEGINNING FUND BALANCE (July 1, 2013)	$306,990.00	$306,990.00	$306,990.00			$306,990.00	
	CHANGES IN FUND BALANCE	$12,217.00	$13,796.85	$517,979.53			$13,796.85	
	ENDING FUND BALANCE AS OF _____	**$319,207.00**	**$320,786.85**	**$824,969.53**			**$320,786.85**	

February 13, 2014

VICTORY CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	65,709.00	66,502.00	15,574.35	50,927.65	23%	66,502.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$65,709.00	$66,502.00	$15,574.35	$50,927.65	23%	$66,502.00	
EXPENDITURES								
251.512100	Elementary Salaries	57,788.00	57,873.81	23,005.78	34,868.03	40%	57,873.81	
251.512200	Elementary Benefits	4,421.00	4,421.00	2,841.58	1,579.42	64%	4,421.00	
251.512300	Elementary Purchased Services				-			
251.512400	Elementary Supplies	3,500.00	4,207.19	4,207.19	-	100%	4,207.19	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$65,709.00	$66,502.00	$30,054.55	$36,447.45	45%	$66,502.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**($14,480.20)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($14,480.20)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($14,480.20)**			**$0.00**	

February 13, 2014

VICTORY CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	59,258.00	59,258.00	11,840.83	47,417.17	20%	59,258.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$59,258.00	$59,258.00	$11,840.83	$47,417.17	20%	$59,258.00	
EXPENDITURES								
257.512100	Elementary Salaries	45,000.00	45,000.00	17,030.00	27,970.00	38%	45,000.00	
257.512200	Elementary Benefits	9,000.00	9,000.00	5,780.57	3,219.43	64%	9,000.00	
257.512300	Elementary Purchased Services	2,500.00	2,500.00	468.00	2,032.00	19%	2,500.00	
257.512400	Elementary Supplies	2,000.00	2,000.00	1,848.82	151.18	92%	2,000.00	
257.512500	Elementary Capital Outlay	758.00	758.00		758.00	0%	758.00	
257.512600	Elementary Debt Retirement				-			
257.512700	Elementary Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$59,258.00	$59,258.00	$25,127.39	$34,130.61	42%	$59,258.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($13,286.56)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($13,286.56)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($13,286.56)**			**$0.00**	

February 13, 2014

VICTORY CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal	35,000.00	35,000.00		35,000.00	0%	35,000.00	
262.445900	Other Indirect Restricted Federal				-			
262.460000	Transfers In				-			
TOTAL FUND REVENUES		$35,000.00	$35,000.00	$0.00	$35,000.00	0%	$35,000.00	
EXPENDITURES								
262.512100	Elementary Salaries	27,000.00	27,000.00		27,000.00	0%	27,000.00	
262.512200	Elementary Benefits	8,000.00	8,000.00		8,000.00	0%	8,000.00	
262.512300	Elementary Purchased Services				-			
262.512400	Elementary Supplies				-			
262.512500	Elementary Capital Outlay				-			
262.512600	Elementary Debt Retirement				-			
262.512700	Elementary Insurance				-			
262.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$35,000.00	$35,000.00	$0.00	$35,000.00	0%	$35,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$0.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$0.00			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**$0.00**			**$0.00**	

February 13, 2014

VICTORY CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	8,642.00	8,642.00	400.09	8,241.91	5%	8,642.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$8,642.00	$8,642.00	$400.09	$8,241.91	5%	$8,642.00	
EXPENDITURES								
271.512100	Elementary Salaries	7,642.00	7,642.00	266.64	7,375.36	3%	7,642.00	
271.512200	Elementary Benefits	1,000.00	1,000.00	294.63	705.37	29%	1,000.00	
271.512300	Elementary Purchased Services				-			
271.512400	Elementary Supplies				-			
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$8,642.00	$8,642.00	$561.27	$8,080.73	6%	$8,642.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($161.18)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($161.18)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($161.18)**			**$0.00**	

February 13, 2014

VICTORY CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	41,000.00	41,000.00	16,232.81	24,767.19	40%	41,000.00	
290.416200	Meal sales: non-reimbursable	12,650.00	12,650.00	2,659.05	9,990.95	21%	12,650.00	
290.416900	Other Food Sales	500.00	500.00	-	500.00	0%	500.00	
290.443000	Direct Restricted Federal				-			
290.445500	Child Nutrition Reimbursement				-			
290.445900	Other Indirect Restricted Federal	57,000.00	57,000.00	15,565.52	41,434.48	27%	57,000.00	
290.460000	Transfers In				-			
TOTAL FUND REVENUES		$111,150.00	$111,150.00	$34,457.38	$76,692.62	31%	$111,150.00	
EXPENDITURES								
290.710100	Food Service Salaries	40,375.00	40,375.00	15,096.68	25,278.32	37%	40,375.00	
290.710200	Food Service Benefits	14,000.00	14,000.00	6,624.69	7,375.31	47%	14,000.00	
290.710300	Food Service Purchased Services	3,900.00	3,900.00	553.11	3,346.89	14%	3,900.00	
290.710400	Food Service Supplies	42,450.00	42,450.00	18,597.50	23,852.50	44%	42,450.00	
290.710500	Food Service Capital Outlay	200.00	438.20	438.20	-	100%	438.20	
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out	10,225.00	9,986.80		9,986.80	0%	9,986.80	
TOTAL FUND EXPENDITURES		$111,150.00	$111,150.00	$41,310.18	$69,839.82	37%	$111,150.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($6,852.80)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($6,852.80)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($6,852.80)**			**$0.00**	

February 13, 2014

VICTORY CHARTER SCHOOL --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds				-			
310.460000	Transfers In	373,798.00	384,587.15	384,587.15	-	100%	384,587.15	
TOTAL FUND REVENUES		$373,798.00	$384,587.15	$384,587.15	$0.00	100%	$384,587.15	
EXPENDITURES								
310.911500	Principal Capital Outlay				-			
310.911600	Principal Debt Retirement	55,000.00	55,000.00	55,000.00	-	100%	55000	
310.912500	Interest Capital Outlay				-			
310.912600	Interest Debt Retirement	318,798.00	329,587.15	329,587.15	-	100%	329587.15	
310.913500	Refunded Debt Capital Outlay				-			
310.913600	Refunded Debt - Debt Retirement				-			
310.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$373,798.00	$384,587.15	$384,587.15	$0.00	100%	$384,587.15	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$0.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$687,911.00	$687,911.00	$687,911.00			$687,911.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$0.00			$0.00	
	ENDING FUND BALANCE AS OF _____	**$687,911.00**	**$687,911.00**	**$687,911.00**			**$687,911.00**	

SUBJECT

Legacy Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Legacy Charter School (Legacy) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Nampa since 2011. Liberty serves approximately 280 students in grades K-8.

DISCUSSION

Legacy will provide an annual update on the status of the school.

Legacy is demonstrating improved academic results. After receiving a 2011-2012 Star Rating of 3 out of 5, the school received a 2012-2013 Star Rating of 4 out of 5.

Legacy reports increased interest in the school; after two years of having one combined 7th and 8th grade classroom, higher enrollment resulted in separate 7th and 8th grade classrooms for the 2013-2014 school year.

Legacy continues to strengthen its finances. The school ended FY13 with a carryover of just over $313,000. Based on the school's presented budget, Legacy anticipates having a surplus in FY14 of approximately $19,000 and projects ending the year with carryover of approximately $332,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Legacy Public Charter School
Address	4015 S. Legacy Way, Nampa, ID 83686
Date of Site Visit	November 7, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Bart McKnight, Chair Emily Criddle, Board Member
Administrator(s) Interviewed	Seth Stallcop, Principal
Business Manager / Clerk Interviewed	Niki Crow, Clerk
Other Stakeholder(s) Interviewed	Students (6); Teachers (3)

Board Member(s) Interview

Bart McKnight, board chair, and Emily Criddle, board member, took part in the interview. From the board members' perspective, Legacy has not had significant changes in the school's operations or implementation of the mission or charter within the past year. The board sees Legacy as a replication of Liberty and Victory, and they feel that implementation of the model is going well. Rebecca Stallcop, founder of the Harbor Method has been very involved in helping the school get established and in training staff. The only change noted by the board members was that as families and students have become more familiar with the expectations of the school, behavioral issues have decreased.

The board members described their relationship with the school's administrator, Seth Stallcop, as strong, friendly, and professional. They believe that Mr. Stallcop respects the board, communicates well with them, and keeps them informed. The board appreciates that he is cautious financially and careful to make sure the Harbor method is implemented appropriately. Mr. McKnight described the division of responsibilities between the board and administration through a nautical analogy: the board establishes the direction of the ship, and the administrator steers it and navigates the water. The board members stated that they are careful not to micromanage Mr. Stallcop, but believe he appreciates their input and counsel.

During its first two years of operation, the board did quite a few trainings regarding the Harbor method and policies. Recently, the board has done fewer trainings for the entire group, but provided new members with information about the Harbor method and policies. New members are encouraged to reach out to other board members if they have questions or concerns. The board has not done a formal self-evaluation, but has informally discussed the members' strengths, weaknesses, and skill sets as they prepare for additional board member recruitment.

The board members did not have any significant concerns about the school at this time. When asked about areas for improvement, they responded that the board is working to pull together funding to build a playground.

Administrator(s) Interview

Seth Stallcop, Principal, participated in the interview. Mr. Stallcop feels that things are going smoothly at Legacy, and that parents, staff and students are growing accustomed to the school's environment and Harbor method. The school's culture is developing and new students are able to fit in quickly; this year, the staff has seen 10 to 15 new seventh grade students adopt and participate in Legacy's culture.

Mr. Stallcop described his relationship with the board as professional and respectful. He admires that the board creates policies focused on the best outcomes for the school and follows through by implementing them consistently.

When asked about Legacy's implementation of the Common Core State Standards (CCSS) and preparation for the transition to the Smarter Balanced Assessment (SBA), Mr. Stallcop responded that he knows they are ready in some areas and need to make adjustments in others, but he is reluctant to change much of the curriculum until the students have taken the SBA and the he and the board have seen the results. He also noted that it's difficult to keep changing tests when the school's philosophy is to be consistent; however, he is happy that the SBA has more types of questions and is more likely than the ISAT to measure students' knowledge.

To judge success at Legacy, Mr. Stallcop considers a number of factors. He reviews academic outcomes based on state test results and internal assessments and intends to pay close attention to the outcomes associated with the school's mission-specific goals, including the school-to-work program and culture. Mr. Stallcop also considers whether students are responding well when they're receiving direct instruction and whether teachers and aides feel supported.

Mr. Stallcop expressed no significant concerns for the future stating that the school has a very consistent board and is in a better place financially. From his perspective, the school will see optimum results from a continued focus on consistent expectations, excellent staffing, and implementation of the Harbor method.

Business Manager / Clerk Interview

Niki Crow, Clerk, participated in a brief interview. She feels the school's financial situation is good; there have not been any significant unexpected costs or issues with the FY14 budget thus far, and it was developed to result in a $20,000 surplus. Enrollment was estimated at 291 for this school year, and Legacy currently has 289 students enrolled. Ms. Crow did not express any significant concerns, noting that the school needs to stay on track financially by staying conservative and being frugal so they can build a cushion.

Student Meeting

The PCSC staff member had the opportunity to meet briefly with six (6) Legacy students. When asked for open and honest feedback, students gave the following responses to the PCSC staff member's questions.

How can this school improve?

- One more bus would be nice so the busses don't have to do long / multiple routes.
- Sometimes the rules from the bus drivers don't connect with the kids; it would help if they could be more flexible and understanding.
- We should have a playground and grass.
- We'd like to have more extracurricular activities and after school clubs and sports.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 3
- Sort of / not so much (thumb to the middle): 2
- Definitely No (thumb down): 1

What do you like about this school?

- I like that we get to learn in fun ways.
- It is a well-organized and safe environment; we are prepared for any situation.
- We like the mix of classes, including history, algebra, Spanish, science, and preps.
- We like the Harbor Room.
- This school prepares us for college, and the online and technology work prepared us for the future / real world.
- The quiet hallway rules prevent bullying.
- The teachers are awesome.

Teacher Meeting

The PCSC staff member had the opportunity to meet with three (3) Legacy teachers. When asked for open and honest feedback, teachers gave the following responses:

How can Legacy improve?

- The overhead projectors – we don't have enough, and some of them aren't operational.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- We just looked at CCSS curriculum alignment and it was smooth because we're already meeting the standards.
- We are aligned to CCSS but I'm not limited by it; I'm still pushing students above that (teaching to the high).
- Staff is working to get on the same page for some of the reading standards.
- Individual teachers have been informing themselves on what to except with the SBA, but there isn't a lot out there (from the state) to help us prepare at this point.
- I feel like students are getting adequate technology access, so they can be prepared for the SBA in that way.

Describe your professional development. Do strategies and ideas leaned through professional development get applied?

- The professional development we receive is enough but not too much (in quantity / frequency).
- It's effective and relevant; we apply it daily. We're confident in our knowledge of the mission and curriculum, so we apply it in that context.

What is going well at Legacy? What do you like about working here?

- We have a supportive administrator and amazing teachers; we have each others' backs, and it's amazing to see what can happen when staff really collaborates.

- We have a great curriculum; the three sister schools are on the same page.
- I fell very respected and the Harbor system is effective and consistent, so I can really teach.
- I like the level of technology access for the 7th and 8th grades.
- When there are issues, they are addressed quickly.
- I appreciate the support we get in the classrooms, especially the education assistants.

Documents Review

Finances

The FY13 year-end and FY14 year-to-date finances were reviewed. Questions were answered by Niki Crow. Legacy was able to pay all FY13 expenses with FY13 revenue and ended the year with a carryover of approximately $76,000. This is particularly significant since the school is in a new building and ended FY12 with a single-year loss. Year-to-date finances seem to be tracking appropriately; the PCSC staff member who conducted the visit has no significant concerns about the school's finances at this time.

Special Education Files

Three (3) special education files were selected at random for review. Erica Gerber was available to answer questions. All IEPs were up-to-date, including accommodations documentation. Current eligibility reports were included in all files, and files had documentation indicating that the school has had contact with parents and / or outside districts or agencies. Though the hard-copy files were slightly disorganized, all critical documentation was available, and Ms. Gerber noted that the school relies more on their electronic documentation. She showed the PCSC staff member how the electronic documentation system functions. At this time, the PCSC staff member who conducted the visit does not have significant concerns about the reviewed files.

Classroom Observations

The PCSC staff member had the opportunity to visit eight (8) classrooms at Legacy. The school's educational approach was apparent; direct instruction, chorale learning, and Shurley English were observed. In three (3) of the classes observed, students were interacting with the teacher as a whole group; in three (3) classes students were working independently, and in one (1) class students were working in small groups. In three (3) classes, students were identified as highly engaged (virtually all students participating in the appropriate activity); in four (4) classes, students were identified as engaged (with most students participating). In the remaining class (1), the PCSC staff member identified students as partially engaged, with many students participating, but some socializing or sitting quietly but engaged in the activity. Behavior management was relatively strong, with five (5) of eight (8) classes where behavior management was unnecessary or effectively addressed by the teacher. Overall, classroom observations were quite positive.

Summary

Strengths

- Strong Academics as demonstrated by the school's 4 Star Rating.
- Classroom observations revealed strong levels of student engagement.
- Feedback from students and teachers was generally very positive.
- Board and administration both report having a good working relationship.

Challenges or Areas for Improvement

- The board could have a more established plan for training and self-evaluation.

Concerns

- The PCSC staff member who conducted the visit has no significant concerns about Legacy Public Charter School at this time.

Possible Charter Amendments

- Legacy has not communicated an intention to propose amendments at this time.

Recommendations

- PCSC staff recommends that the board consider developing a cohesive board training and self-evaluation plan.
- PCSC staff recommends that the administrator, clerk, and board all remain diligent in monitoring their finances to allow them to build additional reserves

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 1-03-2014

School Name: Legacy Charter School

School Address: 4015 S Legacy Way, Nampa, ID 83686
School Phone: 208.467-0947
Current School Year: 2013-2014

School Mission: To develop students who are competent, confident, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Bart McKnight	Chairman	Business, Harbor founder & former Harbor school board member	bmcknight.legacycharterschool@gmail.com	208-989-3296
Shelia Bryant	Vice Chair	Legal, Harbor founder & Harbor school board member	sbryant.legacycharterschool@gmail.com	208-880-7499
Christine Ivie	Member	Education,Parent	civie.legacycharterschool@gmail.com	208-871-7749
Emily Criddle	Secretary/Treasurer	Parent, Volunteer	ecriddle.legacycharterschool@gmail.com	208-466-2737
Danny Bower	Board Member	Attorney	dbower.legacycharterschool@gmail.com	208-899-4156
Niki Crow	Clerk of the Board	Accountant	schoolclerk32@gmail.com	208-571-2936

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	24	97.86%	93	24	98.10%
1	28	28	97.13%	149	28	95.04%
2	30	30	98.00%	115	30	97.82%
3	30	30	98.47%	103	30	98.91%
4	33	33	98.65%	71	33	98.63%
5	33	33	98.47%	33	33	98.05%
6	33	33	97.48%	59	33	99.06%
7	40	42	97.35%	5	31	97.20%
8	35	31	95.73%	1	19	96.56%
9	na	na	na	na	na	na
10	na	na	na	na	na	na
11	na	na	na	na	na	na
12	na	na	na	na	na	na
TOTAL	**286**	**284**	**97.68%**	**536**	**261**	**97.70%**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	23/8%	12/4%	248/87%	3/1%	0	0	96/37%	26/9%
Previous	16/6.1%	7/2.6%	235/90.38%	2/.7%	0	0	87/34.2%	23/8.8%

FACULTY AND STAFF

Administrator Name(s): Seth Stallcop, Principal
Administrator's Hire Date: 8-1-2011
Administrator Email(s): admin@legacycharterschool.com

Current Classified Staff (# FTE): 8
Current Faculty (# FTE): 10.5

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No
Does your school currently have a school improvement status with the SDE? No
If yes, please specify your school's status (Focus, Priority): N/A

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:
Interest & enrollment was strong this year to the point that we were able to create separate 7th & 8th grade classrooms (7th/8th had been a combined class the first two years), while also being able to offer the full Harbor Room concept for these grades whereby 7th & 8th grade students rotate from their traditional classroom every three weeks into the Harbor Room's online learning environment, thus helping these students learn how to learn in an online environment while still in "jr. high."

Please describe the greatest successes experienced by your school in the past year:
Legacy moved from a 3-STAR rating to a 4-STAR rating, missing being a 5-STAR school by just five points. We fully expect to be a 5-STAR school once the SDE lifts the freeze on these ratings.
Legacy's students continue to do well academically, outperforming State and the local traditional school district averages in every subject area at every grade level tested.
Legacy continues to see diversification in its student demographics, demonstrating to us that Legacy is becoming known as a desirable educational choice for all students in the community.

Please describe any challenges you anticipate during the upcoming year:
None, but the Governing Board and Administration continue to monitor closely the school's finances in order to strengthen its unappropriated fund balance.

Please add any additional information of which you would like to make your authorizer aware :
Legacy will undergo its first, full accreditation site visit by AdvancEd in January 2014. We look forward to achieving this added distinction to further support our strong reputation in the community.
Legacy teachers took part in a professional development course with Victory & Liberty Charter School teachers to address Common Core implementation while building on the Harbor Method's established reading program. Teachers received credit through NNU. Teachers came together weekly for formal class time, then broke out into groups per their grade level. Teachers almost immediately began integrating the new elements/concepts into their classes and we believe the changes will make the reading program even stronger while meeting Common Core requirements.

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

LEGACY CHARTER SCHOOL
BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							FYTD figures through November 2013
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	150.00	150.00	81.86	68.14	55%	150.00	
416100 School Food Service	-	-	-	-		-	
416200 Meal sales: non-reimbursable	-	-	-	-		-	
416900 Other Food Sales	-	-	-	-		-	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	-	-	-	-		-	
419900 Other Local Revenue	3,000.00	3,000.00	3,064.29	(64.29)	102%	3,100.00	
431100 Base Support Program	1,111,394.00	1,111,394.00	964,183.00	147,211.00	87%	1,111,394.00	
431200 Transportation Support	75,500.00	75,500.00	-	75,500.00	0%	75,500.00	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	120,000.00	120,000.00	-	120,000.00	0%	120,000.00	
431900 Other State Support	-	-	-	-		-	
437000 Lottery / Addtl State Maintenance	5,355.00	5,355.00	5,370.00	(15.00)	100%	5,370.00	
439000 Other State Revenue	43,731.00	43,731.00	4,329.10	39,401.90	10%	43,731.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	8,000.00	5,458.00	-	5,458.00	0%	5,458.00	
445000 Title I - ESEA	41,325.00	41,824.00	9,199.30	32,624.70	22%	41,824.00	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	36,853.00	36,853.00	10,238.92	26,614.08	28%	36,853.00	
445900 Other Indirect Restricted Federal	32,551.00	32,551.00	1,305.58	31,245.42	4%	32,551.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	218,391.00	226,208.80	226,208.80	-	100%	226,208.80	
TOTAL REVENUE	**$1,696,250.00**	**$1,702,024.80**	**$1,223,980.85**	**$478,043.95**	**72%**	**$1,702,139.80**	

February 13, 2014

LEGACY CHARTER SCHOOL
BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	757,193.00	755,834.98	293,868.99	461,965.99	39%	755,834.98	
200 EMPLOYEE BENEFITS	138,996.00	138,832.02	55,631.25	83,200.77	40%	138,832.02	
300 PURCHASED SERVICES	185,360.00	185,360.00	53,976.64	131,383.36	29%	183,860.00	
400 SUPPLIES	30,254.00	32,275.00	12,154.89	20,120.11	38%	32,275.00	
500 CAPITAL OUTLAY	28,000.00	28,119.00	23,590.26	4,528.74	84%	28,119.00	
600 DEBT RETIREMENT	218,391.00	226,208.80	226,208.80	-	100%	226,208.80	
700 INSURANCE	91,640.00	91,640.00	43,744.77	47,895.23	48%	91,794.00	
920000 TRANSFERS OUT	218,391.00	226,208.80	226,208.80	-	100%	226,208.80	
TOTAL EXPENDITURES	**$1,668,225.00**	**$1,684,478.60**	**$935,384.40**	**$749,094.20**	**56%**	**$1,683,132.60**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$28,025.00**	**$17,546.20**	**$288,596.45**			**$19,007.20**	
TOTAL BEGINNING BALANCE (All Funds)	**$313,746.00**	**$313,746.00**	**$313,746.00**			**$313,746.00**	
TOTAL CHANGES (All Funds)	**$28,025.00**	**$17,546.20**	**$288,596.45**			**$19,007.20**	
ENDING BALANCE (All Funds)	**$341,771.00**	**$331,292.20**	**$602,342.45**			**$332,753.20**	

February 13, 2014

LEGACY CHARTER SCHOOL
BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$76,140.00	$76,140.00	$76,140.00			$76,140.00	
100 Changes in Fund Balance	$28,025.00	$17,546.20	$317,246.92			$19,007.20	
100 Ending Fund Balance	$104,165.00	$93,686.20	$393,386.92			$95,147.20	
251 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
251 Changes in Fund Balance	$0.00	$0.00	($10,263.85)			$0.00	
251 Ending Fund Balance	$0.00	$0.00	($10,263.85)			$0.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($11,477.04)			$0.00	
257 Ending Fund Balance	$0.00	$0.00	($11,477.04)			$0.00	
262 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
262 Changes in Fund Balance	$0.00	$0.00	($5,458.00)			$0.00	
262 Ending Fund Balance	$0.00	$0.00	($5,458.00)			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($1,451.58)			$0.00	
271 Ending Fund Balance	$0.00	$0.00	($1,451.58)			$0.00	
310 Beginning Fund Balance	$237,606.00	$237,606.00	$237,606.00			$237,606.00	
310 Changes in Fund Balance	$0.00	$0.00	$0.00			$0.00	
310 Ending Fund Balance	$237,606.00	$237,606.00	$237,606.00			$237,606.00	

February 13, 2014

LEGACY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments	150.00	150.00	81.86	68.14	55%	150.00	
100.419100	Rentals				-			
100.419200	Contributions/Donations				-			
100.419900	Other Local Revenue	3,000.00	3,000.00	3,064.29	(64.29)	102%	3,100.00	Other & Medicaid
100.431100	Base Support	1,111,394.00	1,111,394.00	964,183.00	147,211.00	87%	1,111,394.00	SU 16.38, Enrollment 291
100.431200	Transportation Support	75,500.00	75,500.00		75,500.00	0%	75,500.00	
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	120,000.00	120,000.00		120,000.00	0%	120,000.00	
100.431900	Other State Support				-			
100.437000	Lottery / Addtl State Maintenance	5,355.00	5,355.00	5,370.00	(15.00)	100%	5,370.00	
100.439000	Other State Revenue	43,731.00	43,731.00	4,329.10	39,401.90	10%	43,731.00	
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal				-			
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		$1,359,130.00	$1,359,130.00	$977,028.25	382,101.75	72%	$1,359,245.00	
EXPENDITURES								
100.512100	Elementary Salaries	523,500.00	523,500.00	201,951.97	321,548.03	39%	523,500.00	
100.512200	Elementary Benefits	92,850.00	92,850.00	37,124.09	55,725.91	40%	92,850.00	
100.512300	Elementary Purchased Services	1,500.00	1,500.00	584.22	915.78	39%	1,500.00	
100.512400	Elementary Supplies	23,000.00	23,000.00	9,234.94	13,765.06	40%	23,000.00	
100.512500	Elementary Capital Outlay	20,000.00	20,000.00	15,471.26	4,528.74	77%	20,000.00	
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance	55,059.00	55,059.00	19,036.96	36,022.04	35%	55,059.00	
100.515100	Secondary Salaries	99,250.00	99,250.00	37,435.82	61,814.18	38%	99,250.00	
100.515200	Secondary Benefits	20,000.00	20,000.00	7,340.63	12,659.37	37%	20,000.00	
100.515300	Secondary Purchased Services				-			
100.515400	Secondary Supplies				-			
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance	16,305.00	16,305.00	6,537.93	9,767.07	40%	16,305.00	
Subtotals:	**Instruction**	851,464.00	851,464.00	334,717.82	516,746.18	39%	851,464.00	

February 13, 2014

LEGACY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.616100	Special Services Program Salaries	3,000.00	3,000.00	1,958.37	1,041.63	65%	3,000.00	
100.616200	Special Services Program Benefits	200.00	200.00	149.82	50.18	75%	200.00	
100.616300	Special Services Program Purchased Services	10,500.00	10,500.00	3,056.88	7,443.12	29%	10,500.00	
100.616400	Special Services Program Supplies	2,500.00	2,500.00	8.25	2,491.75	0%	2,500.00	
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.621100	Instruction Improvement Salaries				-			
100.621200	Instruction Improvement Benefits				-			
100.621300	Instruction Improvement Purchased Services	4,000.00	4,000.00	2,062.50	1,937.50	52%	3,500.00	
100.621400	Instruction Improvement Supplies				-			
100.621500	Instruction Improvement Capital Outlay				-			
100.621600	Instruction Improvement Debt Retirement				-			
100.621700	Instruction Improvement Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	6,000.00	6,000.00	2,283.57	3,716.43	38%	6,000.00	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.632100	District Administration Program Salaries	40,000.00	40,000.00	16,666.65	23,333.35	42%	40,000.00	
100.632200	District Administration Program Benefits	8,060.00	8,060.00	3,339.22	4,720.78	41%	8,060.00	
100.632300	District Administration Program Purchased Services	37,500.00	37,500.00	9,626.52	27,873.48	26%	35,500.00	
100.632400	District Administration Program Supplies	150.00	150.00		150.00	0%	150.00	
100.632500	District Administration Program Capital Outlay				-			
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance	4,076.00	4,076.00	1,815.88	2,260.12	45%	4,076.00	
100.661100	Buildings - Care Program Salaries	3,440.00	3,440.00	1,574.00	1,866.00	46%	3,440.00	
100.661200	Buildings - Care Program Benefits	264.00	264.00	120.41	143.59	46%	264.00	
100.661300	Buildings - Care Program Purchased Services	25,750.00	25,750.00	8,485.36	17,264.64	33%	25,750.00	
100.661400	Buildings - Care Program Supplies	4,500.00	4,500.00	814.69	3,685.31	18%	4,500.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	16,200.00	16,200.00	16,354.00	(154.00)	101%	16,354.00	
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	5,500.00	5,500.00	4,825.40	674.60	88%	6,500.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			

February 13, 2014

LEGACY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	89,610.00	89,610.00	23,052.19	66,557.81	26%	89,610.00	
100.681400	Pupil-to-School Transportation Supplies				-			
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
Subtotals:	**Support Services**	261,250.00	261,250.00	96,193.71	165,056.29	37%	259,904.00	
100.810300	Capital Assets - Student Occupied Purchased Services				-			
100.810400	Capital Assets - Student Occupied Supplies				-			
100.810500	Capital Assets - Student Occupied Capital Outlay		2,661.00	2,661.00	-	100%	2,661.00	
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-			
100.911500	Principal Capital Outlay				-			
100.911600	Principal Debt Retirement				-			
100.912500	Interest Capital Outlay				-			
100.912600	Interest Debt Retirement				-			
100.913500	Refunded Debt Capital Outlay				-			
100.913600	Refunded Debt - Debt Retirement				-			
Subtotals:	**Non-Instruction**	-	2,661.00	2,661.00	-	100%	2,661.00	
100.920000	Transfers Out	218,391.00	226,208.80	226,208.80	-	100%	226,208.80	
100.950000	Contingency Reserve				-			
Subtotals:	**Other**	218,391.00	226,208.80	226,208.80	-	100%	226,208.80	
TOTAL GENERAL FUND EXPENDITURES		$1,331,105.00	$1,341,583.80	$659,781.33	$681,802.47	49%	$1,340,237.80	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$28,025.00**	**$17,546.20**	**$317,246.92**			**$19,007.20**	
	BEGINNING FUND BALANCE (July 1, 2013)	$76,140.00	$76,140.00	$76,140.00			$76,140.00	
	CHANGES IN FUND BALANCE	$28,025.00	$17,546.20	$317,246.92			$19,007.20	
	ENDING FUND BALANCE AS OF _____	**$104,165.00**	**$93,686.20**	**$393,386.92**			**$95,147.20**	

February 13, 2014

LEGACY CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	41,325.00	41,824.00	9,199.30	32,624.70	22%	41,824.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		$41,325.00	$41,824.00	$9,199.30	$32,624.70	22%	$41,824.00	
EXPENDITURES								
251.512100	Elementary Salaries	35,221.00	34,774.00	13,978.08	20,795.92	40%	34,774.00	
251.512200	Elementary Benefits	6,000.00	6,000.00	4,451.22	1,548.78	74%	6,000.00	
251.512300	Elementary Purchased Services				-			
251.512400	Elementary Supplies	104.00	1,050.00	1,033.85	16.15	98%	1,050.00	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$41,325.00	$41,824.00	$19,463.15	$22,360.85	47%	$41,824.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**($10,263.85)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($10,263.85)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($10,263.85)**			**$0.00**	

February 13, 2014

LEGACY CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	36,853.00	36,853.00	10,238.92	26,614.08	28%	36,853.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$36,853.00	$36,853.00	$10,238.92	$26,614.08	28%	$36,853.00	
EXPENDITURES								
257.512100	Elementary Salaries	31,231.00	30,319.98	17,804.14	12,515.84	59%	30,319.98	
257.512200	Elementary Benefits	5,622.00	5,458.02	2,848.66	2,609.36	52%	5,458.02	
257.512300	Elementary Purchased Services				-			
257.512400	Elementary Supplies		1,075.00	1,063.16	11.84	99%	1,075.00	
257.512500	Elementary Capital Outlay				-			
257.512600	Elementary Debt Retirement				-			
257.512700	Elementary Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$36,853.00	$36,853.00	$21,715.96	$15,137.04	59%	$36,853.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($11,477.04)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($11,477.04)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($11,477.04)**			**$0.00**	

February 13, 2014

LEGACY CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal	8,000.00	5,458.00		5,458.00	0%	5,458.00	
262.445900	Other Indirect Restricted Federal				-			
262.460000	Transfers In				-			
TOTAL FUND REVENUES		$8,000.00	$5,458.00	$0.00	$5,458.00	0%	$5,458.00	
EXPENDITURES								
262.621100	Instruction Improvement Salaries				-			
262.621200	Instruction Improvement Benefits				-			
262.621300	Instruction Improvement Purchased Services				-			
262.621400	Instruction Improvement Supplies				-			
262.621500	Instruction Improvement Capital Outlay	8,000.00	5,458.00	5,458.00	-	100%	5,458.00	
262.621600	Instruction Improvement Debt Retirement				-			
262.621700	Instruction Improvement Insurance				-			
262.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$8,000.00	$5,458.00	$5,458.00	$0.00	100%	$5,458.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($5,458.00)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($5,458.00)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($5,458.00)**			**$0.00**	

February 13, 2014

LEGACY CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	32,551.00	32,551.00	1,305.58	31,245.42	4%	32,551.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$32,551.00	$32,551.00	$1,305.58	$31,245.42	4%	$32,551.00	
EXPENDITURES								
271.512100	Elementary Salaries	21,551.00	21,551.00	2,499.96	19,051.04	12%	21,551.00	
271.512200	Elementary Benefits	6,000.00	6,000.00	257.20	5,742.80	4%	6,000.00	
271.512300	Elementary Purchased Services	5,000.00	5,000.00		5,000.00	0%	5,000.00	
271.512400	Elementary Supplies				-			
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$32,551.00	$32,551.00	$2,757.16	$29,793.84	8%	$32,551.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($1,451.58)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($1,451.58)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($1,451.58)**			**$0.00**	

February 13, 2014

LEGACY CHARTER SCHOOL --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds				-			
310.460000	Transfers In	218,391.00	226,208.80	226,208.80	0.00	100%	226,208.80	
TOTAL FUND REVENUES		$218,391.00	$226,208.80	$226,208.80	$0.00	100%	$226,208.80	
EXPENDITURES								
310.911500	Principal Capital Outlay				-			
310.911600	Principal Debt Retirement				-			
310.912500	Interest Capital Outlay				-			
310.912600	Interest Debt Retirement	218,391.00	226,208.80	226,208.80	-	100%	226,208.80	Told upon closing that we had a 10K interest credit for this year. A late closing expense was submitted after our budget was set. Credit ended up being $400.
310.913500	Refunded Debt Capital Outlay				-			
310.913600	Refunded Debt - Debt Retirement				-			
310.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$218,391.00	$226,208.80	$226,208.80	$0.00	100%	$226,208.80	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$0.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$237,606.00	$237,606.00	$237,606.00			$237,606.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$0.00			$0.00	
	ENDING FUND BALANCE AS OF _____	**$237,606.00**	**$237,606.00**	**$237,606.00**			**$237,606.00**	

SUBJECT

Sage International School of Boise Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Sage International School of Boise (Sage) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2010. Sage serves approximately 550 students in grades K-10. In 2013-2014, Sage increased its enrollment by adding tenth grade. The school recently obtained approval from the PCSC to continue to expand by adding additional grades and students in future years.

DISCUSSION

Sage will provide an annual update on the status of the school.

Sage continues to produce strong academic results. Sage received a Star Rating of 4 out 5 for both the 2011-12 and 2012-2013 school years.

In spring 2013, Sage received International Baccalaureate (IB) approval for their Primary Years Program; the school is currently in the application process for IB approval for its Diploma Program. As the school has expanded, the administrative structure has shifted. Don Keller is executive director and supervises the director of operations and secondary and elementary directors (the elementary director position was added for the 2013-2014 school year).

Sage's financial status remains stable. The school ended FY13 with a carryover of nearly $157,000. Based on the school's presented budget, Sage anticipates having a surplus in FY14 of approximately $9,700 and projects ending the year with carryover of approximately $166,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Sage International School of Boise
Address	601 S. 9th Street, Boise, ID 83702 (MS & HS Campus)
Date of Site Visit	December 16, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Robert Shappee, Treasurer Bryan Moore, Member Chris Marshall, Member
Administrator(s) Interviewed	Don Keller, Executive Director Jackie Bettencourt, Elementary Director Melissa Hegg, Secondary Director & SPED Coordinator Keith Donahue, Director of Operations
Business Manager / Clerk Interviewed	Lisa Lechner, Business Manager
Other Stakeholder(s) Interviewed	Students (7)

Board Member(s) Interview

Board members Robert Shappee, Bryan Moore, and Chris Marshall took part in the interview. Mr. Moore has been a member of the Sage board for approximately two years; Mr. Marshall and Mr. Shappee are newer members, having joined three and two months ago, respectively.

The board members reported on some of the changes that have occurred at Sage in the past year. The school is continuing to grow, and has implemented a two-principal system, with Executive Director Don Keller supervising an Elementary Principal and a Secondary Principal. Sage received International Baccalaureate (IB) approval last year for their Primary Years Program (PYP), and the board believes they are on track for approval of the Diploma Program (DP) this year. They have also implemented a new grading system, conducted a parent training about the new system, and are expanding their outdoor program. The school took its older students on an outdoor trip to the Sawtooths this fall.

The board members stated that they have a good working relationship with the school's Executive Director, Mr. Keller. Though the school has additional administrators, the board interacts primarily with Mr. Keller, as he is the primary liaison to the board and supervises the other staff. They feel they have good communication with Mr. Keller and that he is responsive when they request information from him. The board members described Mr. Keller as professional, approachable, and creative, and also noted that he is willing to listen to feedback and advice from the board.

New board members receive a package of information including the school's charter and bylaws, and are encouraged to meet with the board chair, the Executive Director, and other administrative staff as needed to become informed. The full board participates in an annual strategic planning and board development retreat and has brought experts in for training as needed; they are moving toward a process of identifying gaps and hiring consultants and/or trainers when appropriate. The board has not yet done a formal self-evaluation. However, during their strategic planning session, they discussed what they need to do, reviewed their work plan, and discussed how the board was doing at accomplishing the tasks they had set for themselves. The board also receives feedback from parents through questions included in the annual parent survey.

When asked about concerns they have regarding the school's academics, operations, or finances, the board expressed no immediate concerns and noted that the students are performing well academically and the administration team is successfully addressing the school's needs. They

believe that transitioning to have a Director of Operations and adjusting the staffing and reporting structure has helped to improve efficiency at the school. In terms of areas for improvement, the board stated that they still need to develop a long-term plan to address growth and facilities, and that finances are always a concern since state education funding always impacts them.

Administrator(s) Interview

Don Keller, Executive Director; Jackie Bettencourt, Elementary Director; Melissa Hegg, Secondary Director; and Keith Donahue, Director of Operations, participated in the interview. Jackie Bettencourt is new to the administrative team; she was previously a kindergarten teacher at Sage and this is her first year as Elementary Director. Additionally, Sage has a new school counselor, who shares her time between the school's elementary and secondary campuses and is responsible for overseeing implementation of 504 plans.

In addition to the adjusted administration structure, the team communicated other changes that have happened or are in progress at Sage:

- The school added 10th grade classes for the 2013-2014 school year, in alignment with the previously approved growth plan.
- The school received IB accreditation for the primary programme in spring 2013 and is currently a candidate for IB accreditation for the diploma (secondary) programme.
- Teacher training has included elementary teachers' completion of an IB Common Core training, high school teachers' completion of IB training, and participation in special education training by all special education staff.
- The school got 3D printers for use in their lab.
- Outdoor education has increased; the secondary students were taken on an outdoor experience at no cost to them.
- Spanish is being offered as an additional language option (in addition to French) in the diploma programme.
- The after school program is strong and growing.

As Sage grows, the school's board and administrative team are working together to address their facility needs. Sage has a lease agreement to take over the remaining sections of the Parkcenter Mall area (where the elementary campus is currently), but they have to meet some contingencies first. If they move forward with this plan, there is a possibility that Sage's two campuses would be combined.

In preparation for implementation of the Common Core State Standards (CCSS), in 2012-2013, Sage mapped-out / deconstructed their K-5 curriculum and built clear objectives related to the CCSS. They are currently completing the same process for the secondary grades and are implementing as they go along. The school is planning a math night for parents to help families gain a better understanding of the shifts in math teaching. The team expressed excitement about the transition to the Smarter Balanced Assessment (SBA), though they noted that they still have to manage some of the logistical pieces, including technology and timing.

The administrative team believes they have an appropriate relationship with the board. Mr. Keller is the primary liaison to the board, with Keith Mr. Donahue, Operations Director, and Lisa Lechner, Business Manager, also reporting to the board monthly. The Primary and Secondary Directors report to Mr. Keller. The team believes that the board functions well at the level they should; they are diverse and supportive, and make sure that make sure that everyone is pulling in the same direction. Mr. Keller believes that the board has transitioned well from a founding to an operating board.

When asked how they measure success at Sage, the administrative team responded that the kids matter most and that they want them to love coming to school. Other indicators they consider include: standardized test / Star rating results; the school's culture and community at all levels including, staff, students and parents; student attendance and retention; staff retention; whether teachers are collaborating and implementing common, strong pedagogy and instructional practices; and whether the school's finances are strong and on-track.

While the administrative team expressed no significant concerns about the school, they did identify areas of focus. Space is an issue; the team recognizes that as the school expands, it will be critical for them to secure the right facility at the right price. They also want to be thoughtful and grow strategically. Other areas the team identified for improvement included: staffing for RTI, managing attrition as a result of the school's challenging IB curriculum, and identifying way to balance testing for the high school students who will have to complete both the SBA and the diploma programme (DP) testing required for IB. Finally, Mr. Keller noted that they would like to be able to pay their staff on a par with the surrounding districts. He believes they hire and train strong staff, so he believes it's important they're treated well and the school retains them.

Business Manager / Clerk Interview

A brief interview about finances was conducted with Lisa Lechner, Business Manager. She feels the school is doing well financially and that the revenue and expenses are on track so far for this fiscal year. Sage did have some attrition in the high school grades; in the first reporting period they had more students, and thus, more support units than they budgeted for, but some of these students have chosen to leave the school for a variety of reasons. Lisa anticipates this will have a financial impact, but the school is working to enroll a few new high school students and is making other adjustments to the budget. She projects that the school will end FY14 balanced or with an increased carryover, depending on the decisions the board makes about the school's facilities.

To monitor the school's finances during the year, Lisa reconciles the school's bank accounts at least weekly (and sometimes daily) and reviews budgets, including smaller funds, weekly. Financial reports are sent to the board two weeks before the meeting and they review them closely and ask questions. The Board Treasurer and Business Manager are currently reviewing the school's policies and procedures in order to make recommendations to the board to strengthen the school's internal controls.

Student Meeting

The PCSC staff member had the opportunity to meet with seven (7) of Sage's eighth and ninth grade students. When asked for open and honest feedback, students gave the following responses.

How can this school improve?

- Technology could be better; some of the computers don't work and students can't use WIFI, but we need it sometimes for research.
- Lockers for older students would be really helpful.
- Space – the school is working with what they have, but teachers share classrooms and room sizes vary significantly.
- As the school grows, it would be good to have teacher focused on one (or fewer) subjects if possible.
- We would like to have sports, and it would be cool to have music and arts programs.

- The new grading system is ok, but teachers seem to interpret and apply it very differently; some are very tough and others are easier and some teachers don't give enough feedback about why you got the number you did and how you can improve. Also, we'd like to understand better what the equivalents to the system we grew up with.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 5
- Sort of / not so much (thumb to the middle): 3
- Definitely No (thumb down): 0

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- They always push us to go above and beyond, even if we're doing well.
- On other schools, you learned per an established schedule; but here, you are expected to expand your learning as far as you can.
- It depends on the subject; some subjects require more deep thinking than others.

What do you like about going to school here?

- The teachers – they are smart and interested in helping students; they try to engage us (even sending articles they think we'd be interested in, etc.); it's clear they want to be here. They are excited and that engages us.
- I like the information atmosphere; we can relate to our teachers.
- You can learn individually here; I like the self-pacing; in certain classes / with certain teachers you can keep moving ahead of the rest of the class.
- The chance to re-do assignments is helpful, so we can learn what we missed the first time.
- The school website – the updates and schedules make it easy for me to be prepared for class and catch up if I miss something.
- I like designing our own experiments in science.
- I like how we use the resources around us (outside of the building), like going to the river to collect water samples; I like the location.
- The time in study hall to talk to our teachers, ask questions, etc.

Documents Review

Finances

The FY13 year-end and FY14 year-to-date finances were reviewed. Lisa Lechner, Business Manager, was available to answer questions. The school had a carryover at the end of FY13 of just under $157,000. The year-to-date financials appear to be tracking appropriately at this time. The finances and accounting practices appear to be appropriate, the PCSC staff member who conducted the visit does not have significant concerns about the school's finances or the reviewed documentation.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff for review. Melissa Hegg, Special Education Coordinator and Secondary Director, was available to answer questions. Two of the three hard-copy files included all appropriate documentation. The third file had an IEP that was missing pages, but Ms. Hegg confirmed that this was due to a printer issue (if certain boxes are not checked, their system does not print all pages of the IEP) and showed the missing pages to the PCSC staff member electronically. All files included current eligibility reports. The files were consistently well-organized. Ms. Hegg also provided the PCSC staff member with the school's file review that shows all of the items in files that Sage is currently working to correct / improve. It is clear that Sage is in communication with the State Department of Education and is working to ensure that files are organized and in compliance. Because Sage is clearly aware of and working to correct all issues with their files, the PCSC staff member has no significant concerns about the reviewed files at this time.

Classroom Observations

The PCSC staff member had the opportunity to observe six (6) classes at Sage's secondary campus (grades 6 -10). Classes were observed doing work as a full group, interacting in small groups or pairs, and working individually. Several of the classes observed transitioned between different formats during the observations. Students in three (3) of the six (6) classes were identified as highly engaged (virtually all students participating in the appropriate activity) and in two (2) classes, students were identified as engaged (with most students participating). In the remaining class (1), the PCSC staff member identified students as partially engaged; in this classroom some students were observed socializing or not engaging with the teacher both during and after an activity transition. However, the teacher did make an effort to re-focus students, and the PCSC staff member noted that the shape and layout of the classroom resulted in some students being far from the front of the class / teacher. This, combined with students being seated at round tables facing each other, were clear external challenges for the teacher in terms of effectively managing behavior. In the other five classes, behavior management was generally unnecessary and / or behavioral issues were quickly and effectively addressed. Overall, classroom observations were positive.

Summary

Strengths

- Strong academics, as represented by the school's 4 Star Rating and accelerated IB curriculum.
- Classroom observations revealed fairly strong levels of student engagement .
- Student feedback was generally strong; students report being pushed to learn to their full capacity.
- The school's finances remain solid.
- Well-developed administrative team, with both board members and administration reporting a strong working relationship.

Challenges or Areas for Improvement

- Though organization of special education files has improved significantly since the PCSC's last visit, based on documentation provided, some files need further work to be fully in compliance.
- Sage's space is tight; in certain classrooms, the space available / layout appears to present challenges for strong engagement / classroom management.

Concerns

- The PCSC staff member who conducted the visit has no significant concerns about Sage International School of Boise at this time.

Possible Charter Amendments

- Sage has not communicated any intention to propose charter amendments at this time.

Recommendations

- PCSC staff recommends that Sage continue to do internal audits and work with the SDE as necessary to ensure all files are fully in compliance.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 01/06/13

School Name: Sage International School

School Address: 457 E. Parkcenter Blvd.
School Phone: 208-995-0300
Current School Year: 2013-14

School Mission: Sage aims to develop students who are citizens of the world. We do this by employing best practices from data collected on elementary and middle school instruction from around the globe. Sage International School of Boise is a community structured around an international inquiry based curriculum that cultivates intellectual rigor, curiosity, cultural understanding, sustainable living and passionate human beings that approach the world with intention, ready to participate and engage in local and global issues.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Suzanne Metzgar	Chair August 2014	Organizational/Business Manager	suzanne@sageinternationalschool.org	371-0124
Brian Moore	Vice Chair March 2015	Finance	BMoore@WaTrust.com	830-0257
Stephanie Wicks	Secretary October 2014	Technology Engineer	swickspooser@gmail.com	863-1476
Robert Shappee	Treasurer December 2015	CPA	robertshappee@harriscpas.com	333-8965
Chris Marshall	Member October 2015	Technology CEO	chris.marshall@eccogroup.com	395-8095

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	44	46	43.61	147	45	43.19
1	44	47	45.59	101	46	44.48
2	48	48	46.56	49	48	46.42
3	48	49	47.53	69	50	48.35
4	48	48	46.56	59	48	46.42
5	48	48	46.56	30	48	46.42
6	60	61	59.17	25	52	50.28
7	60	69	66.93	3	62	60.70
8	60	58	56.26	17	47	46.01
9	60	52	50.44	0	30	29.37
10	30	19	18.43	0	0	0
TOTAL	550	545	527.64	500	476	461.64

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	30/6%	40/7%	431/79%	28/5%	16/3%	1/<1%	67/12%	26/5%
Previous	33/7%	22/5%	388/81%	30/6%	3/1%	1/.2%	59/12%	18/4%

FACULTY AND STAFF

Administrator Name(s): Don Keller
Administrator's Hire Date: 7/1/2010
Administrator Email(s): mr.keller@sageinternationalschool.org

Current Classified Staff (# FTE): 7
Current Faculty (# FTE): 41

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No
Does your school currently have a school improvement status with the SDE? No
If yes, please specify your school's status (Focus, Priority):

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Please describe the greatest successes experienced by your school in the past year:

Please describe any challenges you anticipate during the upcoming year:

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENT

X PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

SAGE INTERNATIONAL SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	55,440.00	55,440.00	28,759.00	26,681.00	0.51874098	57,000.00	
415000 Earnings on Investments	-	-	-	-		-	
416100 School Food Service	-	-	-	-		-	
416200 Meal sales: non-reimbursable	-	-	-	-		-	
416900 Other Food Sales	-	-	-	-		-	
417100 Admissions / Activities	4,500.00	4,500.00	2,409.41	2,090.59	54%	5,120.00	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	3,597.00	(3,597.00)		6,000.00	
417400 School Fees & Charges/Fundraising	28,800.00	28,800.00	31,595.57	(2,795.57)	110%	36,849.01	
417900 Other Student Revenue	166,520.00	166,520.00	70,323.29	96,196.71	42%	145,000.00	
419100 Rentals	-	-	500.00	(500.00)		500.00	
419200 Contributions/Donations	129,800.00	479,800.00	389,394.38	90,405.62	81%	479,800.00	
419900 Other Local Revenue	-	-	-	-		-	
431100 Base Support Program	2,234,884.00	2,259,635.00	1,617,736.60	641,898.40	72%	2,259,635.00	
431200 Transportation Support	-	-	-	-		-	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	304,757.00	303,181.00	215,337.40	87,843.60	71%	303,181.00	
431900 Other State Support	87,096.00	87,096.00	970.40	86,125.60	1%	87,096.00	
437000 Lottery / Addtl State Maintenance	-	-	-	-		-	
439000 Other State Revenue	78,012.00	78,012.00	7,748.50	70,263.50	10%	78,012.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	-	-	-	-		-	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	51,308.00	51,308.00	12,302.50	39,005.50	24%	51,308.00	
445900 Other Indirect Restricted Federal	6,454.00	6,427.00	-	6,427.00	0%	6,427.00	
451000 Proceeds	-	9,725.00	9,725.00	-	100%	9,725.00	
460000 Transfers In	6,372.00	84,950.00	-	84,950.00	0%	-	
TOTAL REVENUE	**$3,153,943.00**	**$3,615,394.00**	**$2,390,399.05**	**$1,224,994.95**	**66%**	**$3,525,653.01**	

February 13, 2014

SAGE INTERNATIONAL SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	1,755,237.00	1,937,228.00	912,249.09	1,024,978.91	47%	1,951,698.20	
200 EMPLOYEE BENEFITS	470,594.00	501,300.00	244,441.75	256,858.25	49%	515,362.04	
300 PURCHASED SERVICES	663,530.00	783,050.00	348,511.42	329,431.05	45%	759,820.77	
400 SUPPLIES	94,540.00	113,813.00	52,049.22	60,586.78	46%	110,640.00	
500 CAPITAL OUTLAY	70,798.00	165,498.00	61,596.53	21,897.27	37%	165,498.00	
600 DEBT RETIREMENT	-	-	-	-		-	
700 INSURANCE	12,899.00	12,899.00	12,909.00	(10.00)	100%	12,909.00	
920000 TRANSFERS OUT	6,372.00	84,950.00	-	84,950.00	0%	-	
TOTAL EXPENDITURES	**$3,073,970.00**	**$3,598,738.00**	**$1,631,757.01**	**$1,778,692.26**	**45%**	**$3,515,928.01**	
TOTAL FUND REVENUES OVER EXPENDITURES	**$79,973.00**	**$16,656.00**	**$758,642.04**			**$9,725.00**	
TOTAL BEGINNING BALANCE (All Funds)	**$156,981.00**	**$156,981.00**	**$156,981.00**			**$156,981.00**	
TOTAL CHANGES (All Funds)	**($69,753.00)**	**($138,606.00)**	**$758,642.04**			**$9,725.00**	
ENDING BALANCE (All Funds)	**$87,228.00**	**$18,375.00**	**$915,623.04**			**$166,706.00**	

February 13, 2014

SAGE INTERNATIONAL SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$63,381.00	$63,381.00	$63,381.00			$63,381.00	
100 Changes in Fund Balance	($63,381.00)	($63,381.00)	$426,545.72			$0.00	
100 Ending Fund Balance	$0.00	$0.00	$489,926.72			$63,381.00	
230 Beginning Fund Balance	$84,950.00	$84,950.00	$84,950.00			$84,950.00	
230 Changes in Fund Balance	($6,372.00)	($84,950.00)	$328,061.73			$0.00	
230 Ending Fund Balance	$78,578.00	$0.00	$413,011.73			$84,950.00	
245 Beginning Fund Balance	$8,650.00	$8,650.00	$8,650.00			$8,650.00	
245 Changes in Fund Balance	$0.00	$0.00	$4,551.59			$0.00	
245 Ending Fund Balance	$8,650.00	$8,650.00	$13,201.59			$8,650.00	
257 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
257 Changes in Fund Balance	$0.00	$0.00	($3,815.00)			$0.00	
257 Ending Fund Balance	$0.00	$0.00	($3,815.00)			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($6,427.00)			$0.00	
271 Ending Fund Balance	$0.00	$0.00	($6,427.00)			$0.00	
400 / 425 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
400 / 425 Changes in Fund Balance	$0.00	$9,725.00	$9,725.00			$9,725.00	
400 / 425 Ending Fund Balance	$0.00	$9,725.00	$9,725.00			$9,725.00	

February 13, 2014

SAGE INTERNATIONAL SCHOOL--- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition	55440	55440	28759	26,681.00	52%	57000	
100.415000	Earnings on Investments				-			
100.417100	Admissions / Activities	4,500.00	4,500.00	2,409.41	2,090.59	54%	5,120.00	
100.417200	Bookstore Sales				-			
100.417300	Clubs / Organization Dues, etc.			3,597.00	(3,597.00)		6,000.00	
100.417400	School Fees & Charges	28,800.00	28,800.00	31,595.57	(2,795.57)	110%	36,849.01	
100.417900	Other Student Revenue	166,520.00	166,520.00	70,323.29	96,196.71	42%	145,000.00	Outdoor Program income will not be as high as budgeted
100.419100	Rentals			500.00	(500.00)		500.00	
100.419200	Contributions/Donations	129,800.00	129,800.00	39,394.38	90,405.62	30%	129,800.00	
100.419900	Other Local Revenue				-			
100.431100	Base Support	2,234,884.00	2,259,635.00	1,617,736.60	641,898.40	72%	2,259,635.00	ADA tracking as budgeted
100.431200	Transportation Support				-			
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	304,757.00	303,181.00	215,337.40	87,843.60	71%	303,181.00	ADA tracking as budgeted
100.431900	Other State Support	87,096.00	87,096.00	970.40	86,125.60	1%	87,096.00	
100.437000	Lottery / Addtl State Maintenance				-			
100.439000	Other State Revenue	62,700.00	62,700.00	-	62,700.00	0%	62,700.00	
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal				-			
100.460000	Transfers In	6,372.00	84,950.00	-	84,950.00	0%		
TOTAL GENERAL FUND REVENUES		$3,080,869.00	$3,182,622.00	$2,010,623.05	1,171,998.95	63%	$3,092,881.01	
EXPENDITURES								
100.512100	Elementary Salaries	689,489.00	683,599.00	366,328.14	317,270.86	54%	726,494.40	
100.512200	Elementary Benefits	189,390.00	188,400.00	101,595.81	86,804.19	54%	202,717.23	
100.512300	Elementary Purchased Services	4,800.00	4,800.00	54.00	4,746.00	1%	2,400.00	
100.512400	Elementary Supplies	24,930.00	20,530.00	14,825.51	5,704.49	72%	18,500.00	
100.512500	Elementary Capital Outlay	9,000.00		-	-		-	
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			

February 13, 2014

SAGE INTERNATIONAL SCHOOL--- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.515100	Secondary Salaries	557,528.00	647,427.00	291,570.26	355,856.74	45%	602,962.68	
100.515200	Secondary Benefits	151,465.00	168,512.00	75,813.58	92,698.42	45%	157,275.00	
100.515300	Secondary Purchased Services	15,050.00	9,450.00	388.00	9,062.00	4%	4,725.00	
100.515400	Secondary Supplies	28,080.00	24,090.00	10,593.06	13,496.94	44%	18,500.00	
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			
100.521100	Exceptional Child Salaries	114,493.00	126,119.00	63,628.46	62,490.54	50%	128,713.82	
100.521200	Exceptional Child Benefits	30,047.00	28,893.00	14,269.14	14,623.86	49%	29,123.70	
100.521300	Exceptional Child Purchased Services			1,420.00	(1,420.00)		1,420.00	Counselor training - not budgeted
100.521400	Exceptional Child Supplies	3,500.00	3,000.00	682.35	2,317.65	23%	3,000.00	
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
100.532100	School Activity Program Salaries	71,470.00	77,438.00	47,386.50	30,051.50	61%	77,830.50	
100.532200	School Activity Program Benefits	12,992.00	10,736.00	7,008.84	3,727.16	65%	12,632.88	
100.532300	School Activity Program Purchased Services	45,562.00	38,562.00	22,303.27	16,258.73	58%	38,562.00	
100.532400	School Activity Program Supplies	13,353.00	20,353.00	14,742.37	5,610.63	72%	25,000.00	Outdoor program - increased expenses
100.532500	School Activity Program Capital Outlay				-			
100.532600	School Activity Program Debt Retirement				-			
100.532700	School Activity Program Insurance				-			
Subtotals:	**Instruction**	1,961,149.00	2,051,909.00	1,032,609.29	1,019,299.71	50%	2,049,857.21	
100.611100	Attendance-Guidance-Health Salaries		51,245.00	23,293.15	27,951.85	45%	51,245.00	
100.611200	Attendance-Guidance-Health Benefits		13,822.00	5,873.63	7,948.37	42%	13,253.21	
100.611300	Attendance-Guidance-Health Purchased Services				-			
100.611400	Attendance-Guidance-Health Supplies				-			
100.611500	Attendance-Guidance-Health Capital Outlay				-			
100.611600	Attendance-Guidance-Health Debt Retirement				-			
100.611700	Attendance-Guidance-Health Insurance				-			
100.616100	Special Services Program Salaries				-			
100.616200	Special Services Program Benefits				-			
100.616300	Special Services Program Purchased Services				-			
100.616400	Special Services Program Supplies	5,500.00			-			
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			

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SAGE INTERNATIONAL SCHOOL--- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.621100	Instruction Improvement Salaries	39,817.00			-			
100.621200	Instruction Improvement Benefits	7,540.00			-			
100.621300	Instruction Improvement Purchased Services	21,422.00	21,422.00	12,707.37	8,714.63	59%	21,422.00	
100.621400	Instruction Improvement Supplies	2,400.00	2,400.00	1,053.33	1,346.67	44%	2,400.00	
100.621500	Instruction Improvement Capital Outlay				-			
100.621600	Instruction Improvement Debt Retirement				-			
100.621700	Instruction Improvement Insurance				-			
100.632100	District Administration Program Salaries	93,000.00	93,000.00	46,500.00	46,500.00	50%	93,000.00	
100.632200	District Administration Program Benefits	27,284.00	28,935.00	10,003.76	18,931.24	35%	29,879.98	
100.632300	District Administration Program Purchased Services	75,100.00	77,782.00	45,815.72	31,966.28	59%	70,000.00	
100.632400	District Administration Program Supplies		3,000.00	103.62	2,896.38	3%	1,800.00	
100.632500	District Administration Program Capital Outlay				-			
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance				-			
100.641100	School Administration Program Salaries	70,440.00	58,440.00	25,042.58	33,397.42	43%	50,716.80	
100.641200	School Administration Program Benefits	24,679.00	20,650.00	16,448.99	4,201.01	80%	22,895.00	
100.641300	School Administration Program Purchased Services	12,216.00	8,496.00	3,590.90	4,905.10	42%	7,837.40	
100.641400	School Administration Program Supplies	7,140.00	7,540.00	4,430.14	3,109.86	59%	8,540.00	
100.641500	School Administration Program Capital Outlay				-			
100.641600	School Administration Program Debt Retirement				-			
100.641700	School Administration Program Insurance				-			
100.651100	Business Operation Program Salaries	97,000.00	97,000.00	48,500.00	48,500.00	50%	97,000.00	
100.651200	Business Operation Program Benefits	23,026.00	26,539.00	13,428.00	13,111.00	51%	26,717.76	
100.651300	Business Operation Program Purchased Services	5,500.00	5,500.00	2,435.47	3,064.53	44%	5,500.00	
100.651400	Business Operation Program Supplies	3,000.00	3,000.00	637.39	2,362.61	21%	3,000.00	
100.651500	Business Operation Program Capital Outlay				-			
100.651600	Business Operation Program Debt Retirement				-			
100.651700	Business Operation Program Insurance				-			
100.656100	Administrative Technology Service Salaries				-			
100.656200	Administrative Technology Service Benefits				-			
100.656300	Administrative Technology Service Purchased Services	39,000.00	39,000.00	27,913.61	11,086.39	72%	47,170.07	IT needs bigger than budgeted
100.656400	Administrative Technology Service Supplies				-			
100.656500	Administrative Technology Service Capital Outlay				-			
100.656600	Administrative Technology Service Debt Retirement				-			
100.656700	Administrative Technology Service Insurance				-			

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SAGE INTERNATIONAL SCHOOL--- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.661100	Buildings - Care Program Salaries				-			
100.661200	Buildings - Care Program Benefits				-			
100.661300	Buildings - Care Program Purchased Services	408,458.00	412,058.00	206,795.06	205,262.94	50%	420,727.58	Additional office space rented
100.661400	Buildings - Care Program Supplies	3,500.00	3,500.00	1,758.45	1,741.55	50%	3,500.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	12,899.00	12,899.00	12,909.00	(10.00)	100%	12,909.00	
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	7,500.00	5,000.00	3,809.00	1,191.00	76%	5,000.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services			513.75	(513.75)		750.00	
100.665400	Maintenance - Grounds Supplies				-			
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.667100	Security Program Salaries				-			
100.667200	Security Program Benefits				-			
100.667300	Security Program Purchased Services	468.00	468.00	551.30	(83.30)	118%	624.00	Security monitoring rate hike
100.667400	Security Program Supplies				-			
100.667500	Security Program Capital Outlay				-			
100.667600	Security Program Debt Retirement				-			
100.667700	Security Program Insurance				-			
Subtotals:	**Support Services**	986,889.00	991,696.00	514,114.22	477,581.78	52%	995,887.80	
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay	46,486.00	47,136.00	37,353.82	9,782.18	79%	47,136.00	
Subtotals:	**Non-Instruction**	46,486.00	47,136.00	37,353.82	9,782.18	79%	47,136.00	

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SAGE INTERNATIONAL SCHOOL--- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.920000	Transfers Out				-			
100.950000	Contingency Reserve	149,726.00	155,262.00	-	155,262.00	0%	-	
Subtotals:	**Other**	149,726.00	155,262.00	-	155,262.00	0%	-	
TOTAL GENERAL FUND EXPENDITURES		$3,144,250.00	$3,246,003.00	$1,584,077.33	$1,661,925.67	49%	$3,092,881.01	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**($63,381.00)**	**($63,381.00)**	**$426,545.72**			**$0.00**	
	BEGINNING FUND BALANCE (July 1, 2013)	$63,381.00	$63,381.00	$63,381.00			$63,381.00	
	CHANGES IN FUND BALANCE	($63,381.00)	($63,381.00)	$426,545.72			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**$489,926.72**			**$63,381.00**	

February 13, 2014

SAGE INTERNATIONAL SCHOOL --- FUND 230 (Albertsons)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
230.419200	Contributions/Donations		350,000.00	350,000.00	-	100%	350,000.00	
230.419900	Other Local Revenue				-			
230.460000	Transfers In				-			
TOTAL FUND REVENUE		$0.00	$350,000.00	$350,000.00	$0.00	100%	$350,000.00	
EXPENDITURES								
230.512100	Elementary Salaries		102,960.00		102,960.00	0%	102,960.00	
230.512200	Elementary Benefits		14,813.00		14,813.00	0%	14,813.00	
230.512300	Elementary Purchased Services				-			
230.512400	Elementary Supplies		22,000.00		22,000.00	0%	22,000.00	
230.512500	Elementary Capital Outlay				-			
230.512600	Elementary Debt Retirement				-			
230.512700	Elementary Insurance				-			
230.621300	Instruction Improvement Purchased Services		8,500.00	748.00			8,500.00	
230.621400	Instruction Improvement Supplies							
230.632300	District Management Purchased Services		50,000.00				50,000.00	
230.632400	District Management Supplies							
230.641300	School Administration Purchased Services		17,500.00	144.47			17,500.00	
230.641400	School Administration Supplies		1,177.00				1,177.00	
230.811300	Capital Assets - Non-Student Occupied Purchased Services		30,000.00				30,000.00	
230.811500	Capital Assets - Non-Student Occupied Capital Outlay		103,050.00	21,045.80			103,050.00	
230.920000	Transfers Out	6,372.00	84,950.00	-	84,950.00	0%	-	
TOTAL FUND EXPENDITURES		$6,372.00	$434,950.00	$21,938.27	$224,723.00	5%	$350,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**($6,372.00)**	**($84,950.00)**	**$328,061.73**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$84,950.00	$84,950.00	$84,950.00			$84,950.00	
	CHANGES IN FUND BALANCE	($6,372.00)	($84,950.00)	$328,061.73			$0.00	
	ENDING FUND BALANCE AS OF _____	**$78,578.00**	**$0.00**	**$413,011.73**			**$84,950.00**	

February 13, 2014

SAGE INTERNATIONAL SCHOOL - FUND 245 (Technology)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-			
245.439000	Other State Revenue	15,312.00	15,312.00	7,748.50	7,563.50	51%	15312	
245.460000	Transfers In				-			
TOTAL FUND REVENUE		$15,312.00	$15,312.00	$7,748.50	$7,563.50	51%	$15,312.00	
EXPENDITURES								
245.512100	Elementary Salaries				-			
245.512200	Elementary Benefits				-			
245.512300	Elementary Purchased Services				-			
245.512400	Elementary Supplies				-			
245.512500	Elementary Capital Outlay	7,743.00	7,743.00		7,743.00	0%	7,743.00	
245.512600	Elementary Debt Retirement				-			
245.512700	Elementary Insurance				-			
245.515100	Secondary Salaries				-			
245.515200	Secondary Benefits				-			
245.515300	Secondary Purchased Services				-			
245.515400	Secondary Supplies				-			
245.515500	Secondary Capital Outlay	7,569.00	7,569.00	3,196.91	4,372.09	42%	7,569.00	
245.515600	Secondary Debt Retirement				-			
245.515700	Secondary Insurance				-			
245.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$15,312.00	$15,312.00	$3,196.91	$12,115.09	21%	$15,312.00	
TOTAL REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**$4,551.59**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$8,650.00	$8,650.00	$8,650.00			$8,650.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$4,551.59			$0.00	
	ENDING FUND BALANCE AS OF _____	**$8,650.00**	**$8,650.00**	**$13,201.59**			**$8,650.00**	

February 13, 2014

SAGE INTERNATIONAL SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	51,308.00	51,308.00	12,302.50	39,005.50	24%	51,308.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		$51,308.00	$51,308.00	$12,302.50	$39,005.50	24%	$51,308.00	
EXPENDITURES								
257.521100	Exceptional Child Salaries	22,000.00			-		20,775.00	
257.521200	Exceptional Child Benefits	4,171.00			-		6,054.28	
257.521300	Exceptional Child Purchased Services				-			
257.521400	Exceptional Child Supplies	3,137.00			-			
257.521500	Exceptional Child Capital Outlay				-			
257.521600	Exceptional Child Debt Retirement				-			
257.521700	Exceptional Child Insurance				-			
257.616100	Special Services Certified Salaries				-			
257.616200	Special Services Benefits				-			
257.616300	Special Services Purchased Services	22,000.00	51,308.00	16,117.50	35,190.50	31%	24,478.72	
257.616400	Special Services Supplies				-			
257.616500	Special Services Capital Outlay				-			
257.616600	Special Services Debt Retirement				-			
257.616700	Special Services Insurance				-			
257.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		$51,308.00	$51,308.00	$16,117.50	$35,190.50	31%	$51,308.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($3,815.00)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($3,815.00)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($3,815.00)**			**$0.00**	

February 13, 2014

SAGE INTERNATIONAL SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	6,454.00	6,427.00		6,427.00	0%	6,427.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		$6,454.00	$6,427.00	$0.00	$6,427.00	0%	$6,427.00	
EXPENDITURES								
271.621100	Instruction Improvement Salaries				-			
271.621200	Instruction Improvement Benefits				-			
271.621300	Instruction Improvement Purchased Services	6,454.00	3,204.00	3,204.00	-	100%	3,204.00	
271.621400	Instruction Improvement Supplies		3,223.00	3,223.00	-	100%	3,223.00	
271.621500	Instruction Improvement Capital Outlay				-			
271.621600	Instruction Improvement Debt Retirement				-			
271.621700	Instruction Improvement Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$6,454.00	$6,427.00	$6,427.00	$0.00	100%	$6,427.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($6,427.00)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($6,427.00)			$0.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$0.00**	**($6,427.00)**			**$0.00**	

February 13, 2014

SAGE INTERNATIONAL SCHOOL --- FUND 425 (Plant / Facilities)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
400.451000	Proceeds		9,725.00	9,725.00	-	100%	9,725.00	
400.460000	Transfers In				-			
TOTAL FUND REVENUES		$0.00	$9,725.00	$9,725.00	$0.00	100%	$9,725.00	
EXPENDITURES								
400.810300	Capital Assets - Student Occupied Purchased Services				-			
400.810400	Capital Assets - Student Occupied Supplies				-			
400.810500	Capital Assets - Student Occupied Capital Outlay				-			
400.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
400.811400	Capital Assets - Non-Student Occupied Supplies				-			
400.811500	Capital Assets - Non-Student Occupied Capital Outlay				-			
400.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		$0.00	$0.00	$0.00	$0.00	0%	$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$9,725.00**	**$9,725.00**			**$9,725.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$9,725.00	$9,725.00			$9,725.00	
	ENDING FUND BALANCE AS OF _____	**$0.00**	**$9,725.00**	**$9,725.00**			**$9,725.00**	

SUBJECT

Falcon Ridge Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Falcon Ridge Public Charter School (FRPCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Kuna since 2005. FRPCS serves approximately 270 students in grades K-8.

DISCUSSION

FRPCS has provided a written annual update.

Through FRPCS's academic performance remains reasonably strong, the school's standardized test results decreased in the past year. After receiving a 2011-2012 of 4 out of 5, FRPCS received a 2012-2013 Star Rating of 3 out of 5. The school has a Continuous Improvement plan in place with the State Department of Education (SDE).

FRPCS is currently in the process of building a permanent facility to replace the portables at its current site; the board and administration anticipate that the building will be ready for occupancy by the beginning of the 2014-2015 school year. The building loan is through the USDA and construction is being paid for in part out of the school's building fund, in which funds were set aside for this purpose.

FRPCS's finances remain stable. The school ended FY13 with a carryover of nearly $687,000. Based on the school's presented budget, FRPCS anticipates having a single-year loss in FY14 of approximately $158,000, primarily due to costs associated with building a new facility. The school projects ending FY14 with a carryover of nearly $529,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission
Site Visit Report

School	Falcon Ridge Public Charter School
Address	278 S. Ten Mine, Kuna, ID 83634
Date of Site Visit	November 7, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Vaughn Goodman, Chair
Administrator(s) Interviewed	Mark Green, Principal
Business Manager / Clerk Interviewed	Alice Heida, Business Manager
Other Stakeholder(s) Interviewed	Students (8)

Board Member(s) Interview

Vaughn Goodman, Chair, participated in the interview. Mr. Goodman has been a member of the Falcon Ridge board for six years and has been Chair since July 2012.

Mr. Goodman informed the PCSC staff member regarding the school's operations over the past year. He believes that "things are good" and solid at the school; there has been minimal turnover of staff in the past year which has provided consistency for students. The board and administration are looking forward to moving into a permanent building; construction is currently underway. Enrollment has increased this year, and the board is hoping that the building will help improve student retention, particularly in the middle school grades, since FRPCS will be able to add sports and other extracurricular activities. The board is currently overhauling some of the school's policies to ensure they are current and FRPCS-specific.

Mr. Goodman stated that the relationship between the board and administrator, Mark Green, is good. The board expects Mr. Green to be open with them, and vice versa. Mr. Goodman also noted that there are shifting and different types of personalities on the board and he recognizes that it is important that the board makes sure to stay in their role and leave day-to-day decision making to the administrator.

In the past, the Falcon Ridge board members have attended ISBA trainings and conferences, and the board worked through part of the Carpenter book. Mr. Goodman stated that there is currently "a little" ongoing training, but since the board has four (4) members who are relatively new, he hopes they will be able to get them to a regional ISBA training. The board has not conducted a formal self-evaluation, but they did have an informal discussion at one point. The PCSC staff member provided the Board Chair with feedback regarding board training and evaluation, based on practices used by other Idaho charter schools.

When asked if he has concerns about the school, Mr. Goodman responded that he does not have any significant concerns. He feels the school is doing well financially, even with the building project. Academic results have been strong, and though the school is going through changes in implementing the Common Core State Standards and this has created some unknowns, he feels FRPCS is handling it well.

Administrator(s) Interview

Mark Green, Principal, participated in the interview. He feels things are "going great" at FRPCS. The school is dealing with changes, such as implementation of the Common Core State Standards

and has quite a bit to keep track of (performance certificate accountability, accreditation, etc.), but overall, Mr. Green believes the school's operations are smooth and stable.

Mr. Green stated that his relationship with the Falcon Ridge board is "really good" and described the board as supportive and committed to trusting him with day-to-day decision making. They communicate well and discuss differences of opinions and move on in a professional manner after the board has made a decision.

From his perspective, Mr. Green believes the most challenging part of transitioning to the Common Core State Standards (CCSS) and preparing for the Smarter Balanced Assessment (SBA) is getting all of the details implemented well and managing the process. He is uncertain of how well the school's current program / curriculum is at facilitating higher order thinking and is looking forward to getting SBA results to better gauge this and make adjustments if needed.

To measure success at FRPCS, Mr. Green considers a number of measures. Academics, particularly standardized testing results, are an important indicator, since he wants students to be prepared and hopes that these results demonstrate that students are ready to move forward in their education. Additionally, Mr. Green looks to see if students are developing strong character traits. He wants the school to be long lived, so a staff that works well together and is efficient is also important to him.

When asked about his concerns for the school, Mr. Green said he has no significant concerns, stating that for the most part, things are going well. He wants the CCSS transition to work and for the FRPCS teachers to be comfortable with it, and he noted that the school needs to get some things straightened out for their accreditation process. Though finances are always a focus, FRPCS is solid financially.

Business Manager / Clerk Interview

Alice Heida, Business Manager and Board Clerk, participated in the interview. Ms. Heida reports that the school continues to be financially stable. The school ended FY13 with a small single-year loss because of initial costs of undertaking the process of building a new facility. However, despite the single-year loss, FRPCS had a healthy carryover. Enrollment has been pretty consistent, and Ms. Heida projects enrollment a little low each year (particularly for the middle school grades) in order to ensure the school's budget is built on a conservative estimate of revenue.

FRPCS is currently building a permanent facility. The building loan is through the USDA and has a fixed interest rate and fixed mortgage rate. The construction is being primarily paid for out of the school's building fund (where FRPCS has been setting aside funds for this purpose), so the school does not anticipate it having a significant impact on the general fund. The bid for the building came in under budget and they have contingency funds built-in to the project budget that have not been used, so they do not anticipate the project causing any financial challenges for the school. They expect the new facility to be completed in June.

Meeting with Students

The PCSC staff member had the opportunity to meet with eight (8) students in 5th through 8th grade. When asked for open and honest feedback, students gave the following responses to the PCSC staff member's questions.

How can this school improve?

- It would be good to have grass and a playground and playground equipment; maybe we'll get that when the new building is done.
- We could have more and bigger classrooms, more space for teachers, a better place for science, and a place for school ceremonies and a lunchroom and kitchen.
- Technology could be improved – we need a larger technology room and we would like to use smartboards instead of old overheads in the classrooms; some of the headphones need replaced.
- Sometimes the order of teaching is hard or confusing (with math).
- Sometimes it feels too strict with the rules about talking in the halls and outside.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Definitely Yes (thumb up): 5
- Sort of / not so much (thumb to the middle): 3
- Definitely No (thumb down): 0

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- Its more advanced than other schools, which is challenging.
- Some subjects are harder and some are easier.
- My previous school was harder.

What do you like about this school?

- The teachers – they are nice; they can tell if you don't understand something and they slow down and explain.
- The school is actually doing what they planned – we're excited for the new building.
- Spanish has gotten better this year; we like the way stories are being used to teach us, it makes it fun and we're learning more.
- There is more variety and more advanced topics in science this year.
- PE is better this year; there are more games.
- We like having individual classes in middle school; the system is well-organized.

Documents Review

<u>Finances</u>

The FY13 year-end and FY14 year-to-date finances were reviewed. The school's financial situation continues to be relatively strong. Despite a one-year loss of approximately $24,000 (due to initiating the building project), FRPCS ended FY13 with a carryover of over $600,000. Just over $200,000 of this was set aside in a building fund, so FRPCS is likely to have a single-year loss in

FY14 since this fund will be spent down. The school's budgeting and accounting practices appear to be in order and there are no significant concerns at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. All IEPs were up-to-date and accommodations pages were included and clearly written. Initial eligibility documentation was included. Though the files had loose tabs and paperwork (items were not bound down in any way), the files were consistently well-organized, and all critical documentation was easy to find. At this time, there are no significant concerns about the special education files that were reviewed.

Classroom Observations

The PCSC staff member had the opportunity to visit six (6) classrooms at FRPCS. In four (4) of the classes observed, students were interacting with the teacher as a whole group; in the remaining two (2) classrooms, students were working in small groups or independently. In one (1) class, students were identified as highly engaged (virtually all students participating in the appropriate activity); in three (3) classes, students were identified as engaged (with most students participating). In the remaining two (2) classes, the PCSC staff member identified students as partially engaged. In all of these classes, the PCSC staff member noted that while many students were engaged, others were socializing, speaking out of turn, or sitting quietly but not participating. In one (1) of these classrooms, this did not appear to an issue, since the teacher re-engaged the students after a minute or two by adjusting the activity. Behavior management was unnecessary or strong in four (4) of six (6) classes; the remaining two (2) classes had students whose behavior (usually talking / socializing) was not addressed during the observation. Overall, classroom observations were quite positive; however, it appears that some teachers could benefit from additional training and support, particularly in regards to pacing and classroom management, especially during transitions.

Summary

Strengths

- Reasonably strong academics, as represented by the school's 4 Star Rating for 2011-2012 and 3 Star Rating for 2012-2013.
- The majority of classrooms observed had engaged students.
- Board and administration report having a strong, supportive working relationship.
- Solid financial practices and stable fiscal situation.

Challenges or Areas for Improvement

- Board training and self-evaluation processes could be improved.
- It appears some teachers could use additional training and/or mentoring, particularly in regards to pacing and classroom management.

Concerns

The PCSC staff member who conducted the visit has no significant concerns about Falcon Ridge Public Charter School at this time.

Possible Charter Amendments

- FRPCS has not communicated an intention to amend the school's charter at this time.

Recommendations

- PCSC staff recommends that the board consider developing a cohesive plan for board training and self-evaluation.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

CHARTER SCHOOL DASHBOARD

Date: 1/13/2014

School Name: FALCON RIDGE CHARTER SCHOOL

School Address: 278 S. Ten Mile Road Kuna, Idaho 83634
School Phone: 208-282-2822
Current School Year: 2013-2014

School Mission: The Falcon Ridge Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
A - Tawnya McKague	July 1, 2013 – June 30, 2015	Accnts Pyble Rcvng; Small Bus. Bookping; Medical Office	kunabeegirls@hotmail.com	208-888-4797
B - Bob Purbeck	Treasurer July 1, 2013 – June 30, 2015	Quotations/Sales	grl4boy1@cableone.net	208-249-1238
C - Dixie Herring	July 1, 2012 – June 30, 2014	Teacher (12 yrs.) MAT Secondary ED	dherring@cvcsonline.org	208-884-2001
D - Jim Negomir	Vice Chair July 1, 2011 – June 30, 2014	Technology Services Center Manager	Jim.Negomir@clearwire.net	208-884-2001
E - Vaughn Goodman	Chairman July 1, 2013 – June 30, 2016	PIBU Plant; Nutrition Specialist	VGOODMAN@wilburellis.com	208-431-3748
F - Jennifer Graves	Secretary July 1, 2012 – June 30, 2015		sixmusicalgraves@gmail.com	208-891-4128
G - Derek Robinson	July 1, 2013 – June 30, 2015	MICRON; Production Operator; Team Sprvsor/Mngr	lazyje@msn.com	208-841-0943

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	24	98.16%	46	24	95.37%
1	29	29	98.75%	28	29	96.16%
2	29	29	98.51%	26	29	96.56%
3	29	29	98.35%	35	29	96.36%
4	33	33	97.97%	4	33	96.22%
5	33	33	98.13%	9	33	96.33%
6	33	33	98.21%	28	33	96.43%
7	25	30	98.00%	0	29	95.72%
8	25	30	98.03%	0	21	96.20%
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA
TOTAL	**260**	**270**	**98.24%**	**NA**	**260**	**96.17%**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	18/6.67%	8/2.96%	243/90.00%	1/0.37%	0/0%	0/0%	76 /28 %	20/7.41%
Previous	14/5.4%	2/.87%	238/91.5%	0/0%	1/.4%	0/0%	70/ %	23/8.8%

FACULTY AND STAFF

Administrator Name(s): Mark Green
Administrator's Hire Date: 07/21/2009
Administrator Email(s): mgreen@falconridgecharter.org

Current Classified Staff (# FTE): 6.35
Current Faculty (# FTE): 13.5 (includes administrator)

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No
Does your school currently have a school improvement status with the SDE? Yes
If yes, please specify your school's status (Focus, Priority): Continuous Improvement

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Please describe the greatest successes experienced by your school in the past year:

- Commencement of building
- Improving Faculty / Staff Community

Please describe any challenges you anticipate during the upcoming year:

- Adjustment to Idaho Core Curriculum,
- Improving Core Teaching strategies
- Continued SBAC assessment preparation for students.

Please add any additional information of which you would like to make your authorizer aware:

REQUIRED ATTACHMENT

☒ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	-	-	508.10	(508.10)		1,000.00	
416100 School Food Service	27,000.00	27,000.00	16,130.09	10,869.91	60%	27,000.00	
416200 Meal sales: non-reimbursable	-	-	-	-		-	
416900 Other Food Sales	300.00	300.00	241.00	59.00	80%	300.00	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	-	-	514.11	(514.11)		750.00	
419900 Other Local Revenue	-	-	-	-		-	
431100 Base Support Program	988,329.00	988,329.00	993,065.00	(4,736.00)	100%	1,000,000.00	
431200 Transportation Support	110,000.00	110,000.00	-	110,000.00	0%	110,000.00	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	110,000.00	110,000.00	-	110,000.00	0%	110,000.00	
431900 Other State Support	32,500.00	32,500.00	283.05	32,216.95	1%	32,500.00	
437000 Lottery / Addtl State Maintenance	-	-	-	-		-	
439000 Other State Revenue	4,000.00	11,000.00	4,805.06	6,194.94	44%	9,500.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	1,723.00	31,905.00	1,723.00	30,182.00	5%	31,905.00	
445500 Child Nutrition Reimbursement	25,700.00	25,700.00	10,666.08	15,033.92	42%	25,700.00	
445600 Title VI-B IDEA	42,626.00	42,626.00	2,302.00	40,324.00	5%	42,626.00	
445900 Other Indirect Restricted Federal	15,000.00	18,941.00	7,088.00	11,853.00	37%	18,941.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	4,400.00	5,500.00	5,500.00	-	100%	5,500.00	
TOTAL REVENUE	**$1,361,578.00**	**$1,403,801.00**	**$1,042,825.49**	**$360,975.51**	**74%**	**$1,415,722.00**	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	717,990.70	743,923.70	363,216.18	380,707.52	49%	741,689.75	
200 EMPLOYEE BENEFITS	188,241.30	191,131.30	82,438.52	108,692.78	43%	191,031.34	
300 PURCHASED SERVICES	470,397.30	454,240.30	240,156.01	214,084.29	53%	369,616.79	
400 SUPPLIES	56,432.00	58,800.00	55,466.04	3,333.96	94%	80,722.09	
500 CAPITAL OUTLAY	15,796.00	26,473.00	47,178.94	(20,705.94)	178%	63,093.66	
600 DEBT RETIREMENT	110,420.00	110,420.00	31,958.29	78,461.71	29%	110,420.00	
700 INSURANCE	11,698.00	11,698.00	11,692.00	6.00	100%	11,692.00	
920000 TRANSFERS OUT	6,123.00	4,400.00	5,500.00	(1,100.00)	125%	5,500.00	
TOTAL EXPENDITURES	**$1,577,098.30**	**$1,601,086.30**	**$837,605.98**	**$763,480.32**	**52%**	**$1,573,765.63**	
TOTAL FUND REVENUES OVER EXPENDITURES	**($215,520.30)**	**($197,285.30)**	**$205,219.51**			**($158,043.63)**	
TOTAL BEGINNING BALANCE (All Funds)	**$686,980.30**	**$686,980.30**	**$686,980.30**			**$686,980.30**	
TOTAL CHANGES (All Funds)	**($231,160.30)**	**($197,285.30)**	**$205,219.51**			**($158,043.63)**	
ENDING BALANCE (All Funds)	**$455,820.00**	**$489,695.00**	**$892,199.81**			**$528,936.67**	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	$358,727.00	$358,727.00	$358,727.00			$358,727.00	
100 Changes in Fund Balance	$0.00	$16,740.00	$420,928.95			$37,004.37	
100 Ending Fund Balance	$358,727.00	$375,467.00	$779,655.95			$395,731.37	
24x Beginning Fund Balance	$302,834.30	$302,834.30	$302,834.30			$302,834.30	
24x Changes in Fund Balance	($202,834.30)	($202,834.30)	($178,360.91)			($197,500.00)	
24x Ending Fund Balance	$100,000.00	$100,000.00	$124,473.39			$105,334.30	
245 Beginning Fund Balance	$14,228.00	$14,228.00	$14,228.00			$14,228.00	
245 Changes in Fund Balance	($14,228.00)	$0.00	$3,808.00			$0.00	
245 Ending Fund Balance	$0.00	$14,228.00	$18,036.00			$14,228.00	
251 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
251 Changes in Fund Balance	$0.00	$0.00	($19,831.79)			$0.00	
251 Ending Fund Balance	$0.00	$0.00	($19,831.79)			$0.00	
257 Beginning Fund Balance	($809.00)	($809.00)	($809.00)			($809.00)	
257 Changes in Fund Balance	($2,098.00)	$809.00	($20,918.85)			$809.00	
257 Ending Fund Balance	($2,907.00)	$0.00	($21,727.85)			$0.00	
271 Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
271 Changes in Fund Balance	$0.00	$0.00	($461.29)			$0.00	
271 Ending Fund Balance	$0.00	$0.00	($461.29)			$0.00	
27X-28X Beginning Fund Balance	$0.00	$0.00	$0.00			$0.00	
27X-28X Fed Changes in Fund Balance	$0.00	$0.00	$1,147.27			$1,743.00	
27X-28X Ending Fund Balance	$0.00	$0.00	$1,147.27			$1,743.00	
290 Beginning Fund Balance	$12,000.00	$12,000.00	$12,000.00			$12,000.00	
290 Changes in Fund Balance	($12,000.00)	($12,000.00)	($1,091.87)			($100.00)	
290 Ending Fund Balance	$0.00	$0.00	$10,908.13			$11,900.00	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition	-	-	-	-		-	
100.415000	Earnings on Investments	-	-	508.10	(508.10)		1,000.00	
100.419100	Rentals	-	-	-	-		-	
100.419200	Contributions/Donations	-	-	514.11	(514.11)		750.00	
100.419900	Other Local Revenue	-	-	-	-		-	
100.431100	Base Support	988,329.00	988,329.00	993,065.00	(4,736.00)	100%	1,000,000.00	
100.431200	Transportation Support	110,000.00	110,000.00	-	110,000.00	0%	110,000.00	
100.431400	Exceptional Child Support	-	-	-	-		-	
100.431600	Tuition Equivalency	-	-	-	-		-	
100.431800	Benefit Apportionment	110,000.00	110,000.00	-	110,000.00	0%	110,000.00	
100.431900	Other State Support	32,500.00	32,500.00	283.05	32,216.95	1%	32,500.00	
100.437000	Lottery / Addtl State Maintenance	-	-	-	-		-	
100.439000	Other State Revenue	-	-	-	-		-	
100.460000	Transfers In	4,400.00	5,500.00	5,500.00	-	100%	5,500.00	
TOTAL GENERAL FUND REVENUES		$1,245,229.00	$1,246,329.00	$999,870.26	246,458.74	80%	$1,259,750.00	
EXPENDITURES								
100.512100	Elementary Salaries	390,535.70	390,535.70	192,718.75	197,816.95	49%	390,535.75	
100.512200	Elementary Benefits	107,843.30	107,843.30	44,382.39	63,460.91	41%	107,843.34	
100.512300	Elementary Purchased Services	2,000.00	2,000.00	1,000.00	1,000.00	50%	1,000.00	
100.512400	Elementary Supplies	1,300.00	1,300.00	860.88	439.12	66%	1,300.00	
100.512500	Elementary Capital Outlay	-	-	263.66	(263.66)		263.66	
100.512600	Elementary Debt Retirement	-	-		-		-	
100.512700	Elementary Insurance	-	-		-		-	
100.515100	Secondary Salaries	137,160.00	137,160.00	67,006.45	70,153.55	49%	137,160.00	
100.515200	Secondary Benefits	41,827.00	41,827.00	16,720.80	25,106.20	40%	41,827.00	
100.515300	Secondary Purchased Services	-	-	320.00	(320.00)	#DIV/0!	320.00	
100.515400	Secondary Supplies	900.00	900.00	358.51	541.49	40%	500.00	
100.515500	Secondary Capital Outlay	-	-	-	-		-	
100.515600	Secondary Debt Retirement	-	-	-	-		-	
100.515700	Secondary Insurance	-	-	-	-		-	
100.521100	Exceptional Child Salaries	32,715.00	32,715.00	17,210.72	15,504.28	53%	32,715.00	
100.521200	Exceptional Child Benefits	-	-	-	-		-	
100.521300	Exceptional Child Purchased Services	-	-	-	-		-	
100.521400	Exceptional Child Supplies	-	-	-	-		-	
100.521500	Exceptional Child Capital Outlay	-	-	-	-		-	
100.521600	Exceptional Child Debt Retirement	-	-	-	-		-	
100.521700	Exceptional Child Insurance	-	-	-	-		-	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.532100	School Activity Program Salaries	-	-	-	-		-	
100.532200	School Activity Program Benefits	-	-	-	-		-	
100.532300	School Activity Program Purchased Services	-	-	(52.00)	52.00		-	
100.532400	School Activity Program Supplies	3,300.00	3,300.00	330.00	2,970.00	10%	2,000.00	
100.532500	School Activity Program Capital Outlay	-	-	(610.00)	610.00		-	
100.532600	School Activity Program Debt Retirement	-	-	-	-		-	
100.532700	School Activity Program Insurance	-	-	-	-		-	
Subtotals:	**Instruction**	717,581.00	717,581.00	340,510.16	377,070.84	47%	715,464.75	
100.621100	Instruction Improvement Salaries	-	-	-	-		-	
100.621200	Instruction Improvement Benefits	-	-	-	-		-	
100.621300	Instruction Improvement Purchased Services	2,000.00	2,000.00	3,000.00	(1,000.00)	150%	3,000.00	
100.621400	Instruction Improvement Supplies	-	-	-	-		-	
100.621500	Instruction Improvement Capital Outlay	-	-	-	-		-	
100.621600	Instruction Improvement Debt Retirement	-	-	-	-		-	
100.621700	Instruction Improvement Insurance	-	-	-	-		-	
100.623100	Instruction-Related Technology Salaries	4,750.00	4,750.00	2,375.02	2,374.98	50%	4,750.00	
100.623200	Instruction-Related Technology Benefits	936.00	936.00	483.55	452.45	52%	936.00	
100.623300	Instruction-Related Technology Purchased Services	2,500.00	2,500.00	2,390.55	109.45	96%	2,500.00	
100.623400	Instruction-Related Technology Supplies	-	-	222.09	(222.09)		222.09	
100.623500	Instruction-Related Technology Capital Outlay	-	-	-	-		-	
100.623600	Instruction-Related Technology Debt Retirement	-	-	-	-		-	
100.623700	Instruction-Related Technology Insurance	-	-	-	-		-	
100.631100	Board of Education Program Salaries	-	-	-	-		-	
100.631200	Board of Education Program Benefits	-	-	-	-		-	
100.631300	Board of Education Program Purchased Services	26,425.00	26,425.00	7,022.49	19,402.51	27%	21,000.00	
100.631400	Board of Education Program Supplies	-	-	-	-		-	
100.631500	Board of Education Program Capital Outlay	-	-	-	-		-	
100.631600	Board of Education Program Debt Retirement	-	-	-	-		-	
100.631700	Board of Education Program Insurance	-	-	-	-		-	
100.632100	District Administration Program Salaries	120,100.00	120,100.00	59,095.51	61,004.49	49%	120,100.00	
100.632200	District Administration Program Benefits	30,036.00	30,036.00	14,924.00	15,112.00	50%	30,036.00	
100.632300	District Administration Program Purchased Services	7,170.00	7,170.00	4,673.31	2,496.69	65%	7,150.00	
100.632400	District Administration Program Supplies	3,500.00	3,500.00	990.52	2,509.48	28%	3,000.00	
100.632500	District Administration Program Capital Outlay	-	-	1,410.24	(1,410.24)		-	
100.632600	District Administration Program Debt Retirement	420.00	420.00	208.99	211.01	50%	420.00	
100.632700	District Administration Program Insurance	-	-	-	-		-	

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FALCON RIDGE PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.661100	Buildings - Care Program Salaries	5,000.00	5,000.00	1,600.00	3,400.00	32%	4,000.00	
100.661200	Buildings - Care Program Benefits	383.00	383.00	122.40	260.60	32%	383.00	
100.661300	Buildings - Care Program Purchased Services	19,040.00	19,040.00	13,624.51	5,415.49	72%	19,040.00	
100.661400	Buildings - Care Program Supplies	3,000.00	3,000.00	1,810.64	1,189.36	60%	3,000.00	
100.661500	Buildings - Care Program Capital Outlay		-	-	-		-	
100.661600	Buildings - Care Program Debt Retirement		-	-	-		-	
100.661700	Buildings - Care Program Insurance	11,698.00	11,698.00	11,692.00	6.00	100%	11,692.00	
100.664100	Maintenance - Student Occupied Salaries	-	-	-	-		-	
100.664200	Maintenance - Student Occupied Benefits	-	-	-	-		-	
100.664300	Maintenance - Student Occupied Purchased Services	750.00	750.00	751.79	(1.79)	100%	751.79	
100.664400	Maintenance - Student Occupied Supplies	-	-	-	-		-	
100.664500	Maintenance - Student Occupied Capital Outlay	-	-	-	-		-	
100.664600	Maintenance - Student Occupied Debt Retirement	-	-	-	-		-	
100.664700	Maintenance - Student Occupied Insurance	-	-	-	-		-	
100.665100	Maintenance - Grounds Salaries	-	-	-	-		-	
100.665200	Maintenance - Grounds Benefits	-	-	-	-		-	
100.665300	Maintenance - Grounds Purchased Services	-	-	-	-		-	
100.665400	Maintenance - Grounds Supplies	5,000.00	5,000.00	2,687.96	2,312.04	54%	5,000.00	
100.665500	Maintenance - Grounds Capital Outlay	-	-	-	-		-	
100.665600	Maintenance - Grounds Debt Retirement	-	-	-	-		-	
100.665700	Maintenance - Grounds Capital Insurance	-	-	-	-		-	
100.667100	Security Program Salaries	4,200.00	4,200.00	-	4,200.00	0%	4,200.00	
100.667200	Security Program Benefits	-	-	-	-		-	
100.667300	Security Program Purchased Services	-	-	-	-		-	
100.667400	Security Program Supplies	-	-	-	-		-	
100.667500	Security Program Capital Outlay	-	-	-	-		-	
100.667600	Security Program Debt Retirement	-	-	-	-		-	
100.667700	Security Program Insurance	-	-	-	-		-	
100.681100	Pupil-to-School Transportation Salaries	-	-	-	-		-	
100.681200	Pupil-to-School Transportation Benefits	-	-	-	-		-	
100.681300	Pupil-to-School Transportation Purchased Services	154,000.00	154,000.00	76,071.48	77,928.52	49%	154,000.00	
100.681400	Pupil-to-School Transportation Supplies	-	-	-	-		-	
100.681500	Pupil-to-School Transportation Capital Outlay	-	-	-	-		-	
100.681600	Pupil-to-School Transportation Debt Retirement	-	-	-	-		-	
100.681700	Pupil-to-School Transportation Insurance	-	-	-	-		-	
Subtotals:	**Support Services**	400,908.00	400,908.00	205,157.05	195,750.95	51%	395,180.88	

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FALCON RIDGE PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.710100	Child Nutrition Salaries	-	-	-	-		-	
100.710200	Child Nutrition Benefits	1,100.00	1,100.00	424.80	675.20	39%	1,000.00	
100.710300	Child Nutrition Purchased Services	-	-	-	-		-	
100.710400	Child Nutirition Supplies	-	-	-	-		-	
100.710500	Child Nutrition Capital Outlay	-	-	-	-		-	
100.710600	Child Nutrition Debt Retirement	-	-	-	-		-	
100.710700	Child Nutrition Insurance	-	-	-	-		-	
100.911500	Principal Capital Outlay	-	-	-	-		-	
100.911600	Principal Debt Retirement	110,000.00	110,000.00	31,749.30	78,250.70	29%	110,000.00	
				-				
100.912500	Interest Capital Outlay	-	-	-	-		-	
100.912600	Interest Debt Retirement	-	-	-	-		-	
100.913500	Refunded Debt Capital Outlay	-	-	-	-		-	
100.913600	Refunded Debt - Debt Retirement	-	-	-	-		-	
Subtotals:	**Non-Instruction**	111,100.00	111,100.00	32,174.10	78,925.90	29%	111,000.00	
100.920000	Transfers Out	-	-	1,100.00	(1,100.00)		1,100.00	
100.950000	Contingency Reserve	15,640.00	-	-	-		-	
Subtotals:	**Other**	15,640.00	-	1,100.00	(1,100.00)		1,100.00	
TOTAL GENERAL FUND EXPENDITURES		$1,245,229.00	$1,229,589.00	$578,941.31	$650,647.69	47%	$1,222,745.63	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$16,740.00**	**$420,928.95**			**$37,004.37**	
	BEGINNING FUND BALANCE (July 1, 2013)	$358,727.00	$358,727.00	$358,727.00			$358,727.00	
	CHANGES IN FUND BALANCE	$0.00	$16,740.00	$420,928.95			$37,004.37	
	ENDING FUND BALANCE AS OF JANUARY 14, 2014	**$358,727.00**	**$375,467.00**	**$779,655.95**			**$395,731.37**	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- FUNDS 242, 244, 247, 248, 249 (State Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
24X.431900	Other State Support	-	-	-	-		-	
24X.439000	Other State Revenue	4,000.00	4,000.00	997.06	3,002.94	25%	2,500.00	
24X.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUE		$4,000.00	$4,000.00	$997.06	$3,002.94	25%	$2,500.00	
EXPENDITURES								
24X.512100	Elementary Salaries	-	-	-	-		-	
24X.512200	Elementary Benefits	-	-	-	-		-	
24X.512300	Elementary Purchased Services	206,834.30	206,834.30	114,284.79	92,549.51	55%	125,000.00	
24X.512400	Elementary Supplies	-	-	24,715.00	(24,715.00)		25,000.00	
24X.512500	Elementary Capital Outlay	-	-	40,358.18	(40,358.18)		50,000.00	
24X.512600	Elementary Debt Retirement	-	-	-	-		-	
24X.512700	Elementary Insurance	-	-	-	-		-	
24X.920000	Transfers Out	-	-	-	-		-	
TOTAL FUND EXPENDITURES		$206,834.30	$206,834.30	$179,357.97	$27,476.33	87%	$200,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**($202,834.30)**	**($202,834.30)**	**($178,360.91)**			**($197,500.00)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$302,834.30	$302,834.30	$302,834.30			$302,834.30	
	CHANGES IN FUND BALANCE	($202,834.30)	($202,834.30)	($178,360.91)			($197,500.00)	
	ENDING FUND BALANCE AS OF JANUARY 14, 201	**$100,000.00**	**$100,000.00**	**$124,473.39**			**$105,334.30**	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support	-	-	-	-		0	
245.439000	Other State Revenue	-	7,000.00	3,808.00	3,192.00	54%	7000	
245.460000	Transfers In	-	-	-	-		0	
TOTAL FUND REVENUE		$0.00	$7,000.00	$3,808.00	$3,192.00	54%	$7,000.00	
EXPENDITURES								
245.623100	Instruction-Related Technology Salaries	-	-	-	-		-	
245.623200	Instruction-Related Technology Benefits	-	-	-	-		-	
245.623300	Instruction-Related Technology Purchased Services	10,000.00	-	-	-		-	
245.623400	Instruction-Related Technology Supplies	432.00	-	-	-		-	
245.623500	Instruction-Related Technology Capital Outlay	3,796.00	7,000.00	-	7,000.00	0%	7,000.00	
245.623600	Instruction-Related Technology Debt Retirement	-	-	-	-		-	
245.623700	Instruction-Related Technology Insurance	-	-	-	-		-	
245.920000	Transfers Out	-	-	-	-		-	
TOTAL FUND EXPENDITURES		$14,228.00	$7,000.00	$0.00	$7,000.00	0%	$7,000.00	
TOTAL REVENUE OVER EXPENDITURES		**($14,228.00)**	**$0.00**	**$3,808.00**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$14,228.00	$14,228.00	$14,228.00			$14,228.00	
	CHANGES IN FUND BALANCE	($14,228.00)	$0.00	$3,808.00			$0.00	
	ENDING FUND BALANCE AS OF JANUARY 14, 2014	**$0.00**	**$14,228.00**	**$18,036.00**			**$14,228.00**	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal	-	-	-	-		-	
251.445100	Title I - ESEA	1,723.00	31,905.00	1,723.00	30,182.00	5%	31,905.00	
251.445900	Other Indirect Restricted Federal	-	-	-	-		-	
251.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUE		$1,723.00	$31,905.00	$1,723.00	$30,182.00	5%	$31,905.00	
EXPENDITURES								
251.512100	Elementary Salaries	-	18,176.00	7,520.22	10,655.78	41%	16,942.00	
251.512200	Elementary Benefits	-	1,390.00	575.32	814.68	41%	1,390.00	
251.512300	Elementary Purchased Services	-	2,886.00	5,220.00	(2,334.00)	181%	5,220.00	
251.512400	Elementary Supplies	-	2,000.00	787.17	1,212.83	39%	900.00	
251.512500	Elementary Capital Outlay	-	5,730.00	5,729.08	0.92	100%	5,730.00	
251.512600	Elementary Debt Retirement	-	-	-	-		-	
251.512700	Elementary Insurance	-	-	-	-		-	
251.920000	Transfers Out	1,723.00	1,723.00	1,723.00	-	100%	1,723.00	
TOTAL FUND EXPENDITURES		$1,723.00	$31,905.00	$21,554.79	$10,350.21	68%	$31,905.00	
TOTAL FUND REVENUE OVER EXPENDITURES		**$0.00**	**$0.00**	**($19,831.79)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($19,831.79)			$0.00	
	ENDING FUND BALANCE AS OF JANUARY 14, 20	**$0.00**	**$0.00**	**($19,831.79)**			**$0.00**	

February 13, 2014

FALCON RIDGE PUBLIC CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal	-	-	-	-		-	
257.445600	Title VI-B IDEA Federal Revenue	42,626.00	42,626.00	2,302.00	40,324.00	5%	42,626.00	
257.445900	Other Indirect Restricted Federal	-	-	-	-		-	
257.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$42,626.00	$42,626.00	$2,302.00	$40,324.00	5%	$42,626.00	
EXPENDITURES								
257.512100	Elementary Salaries	10,530.00	10,130.00	5,553.27	4,576.73	55%	10,130.00	
257.512200	Elementary Benefits	6,116.00	6,116.00	3,919.33	2,196.67	64%	6,116.00	
257.512300	Elementary Purchased Services	22,678.00	22,269.00	10,669.19	11,599.81	48%	22,269.00	
257.512400	Elementary Supplies	1,000.00	1,000.00	777.06	222.94	78%	1,000.00	
257.512500	Elementary Capital Outlay	-	-	-	-		-	
257.512600	Elementary Debt Retirement	-	-	-	-		-	
257.512700	Elementary Insurance	-	-	-	-		-	
257.920000	Transfers Out	4,400.00	2,302.00	2,302.00	-	100%	2,302.00	
TOTAL FUND EXPENDITURES		$44,724.00	$41,817.00	$23,220.85	$18,596.15	56%	$41,817.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**($2,098.00)**	**$809.00**	**($20,918.85)**			**$809.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	($809.00)	($809.00)	($809.00)			($809.00)	
	CHANGES IN FUND BALANCE	($2,098.00)	$809.00	($20,918.85)			$809.00	
	ENDING FUND BALANCE AS OF JANUARY 14, 201	**($2,907.00)**	**$0.00**	**($21,727.85)**			**$0.00**	

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FALCON RIDGE PUBLIC CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal	-	-	-	-		-	
271.445900	Other Indirect Restricted Federal	-	6,941.00	-	6,941.00	0%	6,941.00	
271.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$0.00	$6,941.00	$0.00	$6,941.00	0%	$6,941.00	
EXPENDITURES								
271.512100	Elementary Salaries	-	-	-	-		-	
271.512200	Elementary Benefits	-	-	-	-		-	
271.512300	Elementary Purchased Services	-	-	-	-		6,366.00	
271.512400	Elementary Supplies	-	-	-	-		200.00	
271.512500	Elementary Capital Outlay	-	-	-	-		-	
271.512600	Elementary Debt Retirement	-	-	-	-		-	
271.512700	Elementary Insurance	-	-	-	-		-	
271.621100	Instruction Improvement Salaries	-	-	-	-		-	
271.621200	Instruction Improvement Benefits	-	-	-	-		-	
271.621300	Instruction Improvement Purchased Services	-	6,366.00	-	6,366.00	0%	-	
271.621400	Instruction Improvement Supplies	-	200.00	86.29	113.71	43%	-	
271.621500	Instruction Improvement Capital Outlay	-	-	-	-		-	
271.621600	Instruction Improvement Debt Retirement	-	-	-	-		-	
271.621700	Instruction Improvement Insurance	-	-	-	-		-	
271.920000	Transfers Out	-	375.00	375.00	-	100%	375.00	
TOTAL FUND EXPENDITURES		$0.00	$6,941.00	$461.29	$6,479.71	7%	$6,941.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($461.29)**			**$0.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($461.29)			$0.00	
	ENDING FUND BALANCE AS OF JANUARY 14, 2014	**$0.00**	**$0.00**	**($461.29)**			**$0.00**	

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FALCON RIDGE PUBLIC CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
2XX.442000	Indirect Unrestricted Federal	-	-	-	-		-	
2XX.443000	Direct Restricted Federal	-	-	-	-		-	
2XX.445900	Other Indirect Restricted Federal	15,000.00	12,000.00	7,088.00	4,912.00	59%	12,000.00	
271.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$15,000.00	$12,000.00	$7,088.00	$4,912.00	59%	$12,000.00	
EXPENDITURES								
			-	-			-	
2XX.621100	Instruction Improvement Salaries	-	8,157.00	4,583.30	3,573.70	56%	8,157.00	
2XX.621200	Instruction Improvement Benefits	-	1,500.00	885.93	614.07	59%	1,500.00	
2XX.621300	Instruction Improvement Purchased Services	15,000.00	-	-	-		-	
2XX.621400	Instruction Improvement Supplies	-	600.00	471.50	128.50	79%	600.00	
2XX.621500	Instruction Improvement Capital Outlay	-	1,743.00	-	1,743.00	0%	-	
2XX.621600	Instruction Improvement Debt Retirement	-	-	-	-		-	
2XX.621700	Instruction Improvement Insurance	-	-	-	-		-	
2XX.920000	Transfers Out	-	-	-	-		-	
TOTAL FUND EXPENDITURES		15,000.00	12,000.00	5,940.73	6,059.27	50%	10,257.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**$1,147.27**			**$1,743.00**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$0.00	$0.00	$0.00			$0.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	$1,147.27			$1,743.00	
	ENDING FUND BALANCE AS OF JANUARY 14, 2014	**$0.00**	**$0.00**	**$1,147.27**			**$1,743.00**	

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FALCON RIDGE PUBLIC CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	27,000.00	27,000.00	16,130.09	10,869.91	60%	27,000.00	
290.416200	Meal sales: non-reimbursable	-	-	-	-		-	
290.416900	Other Food Sales	300.00	300.00	241.00	59.00	80%	300.00	
290.443000	Direct Restricted Federal	-	-	-	-		-	
290.445500	Child Nutrition Reimbursement	25,700.00	25,700.00	10,666.08	15,033.92	42%	25,700.00	
290.445900	Other Indirect Restricted Federal	-	-	-	-		-	
290.460000	Transfers In	-	-	-	-		-	
TOTAL FUND REVENUES		$53,000.00	$53,000.00	$27,037.17	$25,962.83	51%	$53,000.00	
EXPENDITURES								
290.710100	Food Service Salaries	13,000.00	13,000.00	5,552.94	7,447.06	43%	13,000.00	
290.710200	Food Service Benefits	-	-	-	-		-	
290.710300	Food Service Purchased Services	2,000.00	2,000.00	1,179.90	820.10	59%	2,000.00	
290.710400	Food Service Supplies	38,000.00	38,000.00	21,368.42	16,631.58	56%	38,000.00	
290.710500	Food Service Capital Outlay	12,000.00	12,000.00	27.78	11,972.22	0%	100.00	
290.710600	Food Service Debt Retirement	-	-	-	-		-	
290.710700	Food Service Insurance	-	-	-	-		-	
290.920000	Transfers Out	-	-	-	-		-	
TOTAL FUND EXPENDITURES		$65,000.00	$65,000.00	$28,129.04	$36,870.96	43%	$53,100.00	
TOTAL FUND REVENUES OVER EXPENDITURES		**($12,000.00)**	**($12,000.00)**	**($1,091.87)**			**($100.00)**	
	BEGINNING FUND BALANCE (JULY 1, 2013)	$12,000.00	$12,000.00	$12,000.00			$12,000.00	
	CHANGES IN FUND BALANCE	($12,000.00)	($12,000.00)	($1,091.87)			($100.00)	
	ENDING FUND BALANCE AS OF JANUARY 14, 20	**$0.00**	**$0.00**	**$10,908.13**			**$11,900.00**	

SUBJECT

Chief Tahgee Elementary Academy Financial Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(C)(3)

BACKGROUND

Chief Tahgee Elementary Academy (CTEA) is a public charter school authorized by the Public Charter School Commission (PCSC). CTEA opened in fall 2013 and serves students in grades K-5 on the Fort Hall Indian Reservation using a cultural and language immersion program.

At the December 12, 2013, PCSC meeting, CTEA provided an annual update. Based on the school's projected deficit in the general fund of approximately $64,000 and likely cash flow shortfalls during FY14, the PCSC requested that CTEA provide an update at the February 2014 meeting regarding the strategies the school plans to use to address this financial situation.

DISCUSSION

On February 4, 2014, the Fort Hall Business Council indicated willingness to grant CTEA permission to transfer $29,000 of unused funds donated by the tribe to the school's general fund. This agreement still needs to be formalized through a resolution. Though this reduces the school's projected deficit, CTEA is likely to encounter a cash flow shortfall in June 2014. CTEA has also requested a $40,000 from the Fort Hall Business Council; the Council requested that CTEA write up a resolution for the school's remaining deficit for consideration.

CTEA has provided detailed information about the strategies the school intends to use to address the $64,000 FY14 deficit and improve finances and enrollment in FY15. In the short term, CTEA is working to secure a $50,000 line of credit. The school has been pre-approved for lines of credit by three institutions: U.S. Bank ($38,000), D.L. Evans Bank ($40,000); and Bank of Idaho ($50,000).

The school's primary, long-term strategy for regaining fiscal stability is based on the receipt of federal funding for which the school was not eligible for in their first year of operation. CTEA's federal Impact Aid for the education of students living on federal land is expected to be substantial, though the actual amount is unconfirmed, and may be used at the school's discretion.

CTEA will also implement marketing strategies to increase enrollment. The school's financial plan is based on a minimum enrollment increase of 25 students by the 2014-15 school year.

IMPACT

Pursuant to I.C. §33-5209(C)(3), if the PCSC "has reason to believe that a public charter school cannot remain fiscally sound for the remainder of its certificate term, it shall provide the State Department of Education with written notification of such concern." The SDE may, upon receipt of this notification, modify the school's payment schedule such that the payments are equal rather than weighed toward the beginning of the school year, thereby protecting taxpayer interests in the event of a mid-year closure. CTEA's certificate term continues through June 2017.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC consider whether it feels CTEA's financial strategy is likely to succeed in keeping the school fiscally solvent for the remainder of its certificate term. If the PCSC feels it has reason to believe that CTEA cannot remain fiscally sound, issuance of written notification to the SDE would be appropriate.

COMMISSION ACTION

A motion to direct staff to provide the SDE with written notice of concern that the PCSC has reason to believe that Chief Tahgee Elementary Academy cannot remain fiscally sound for the current fiscal year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CHARTER SCHOOL REPORT
CHIEF TAHGEE ELEMENTARY ACADEMY

Date: January 15, 2014

Attachments

FY 2013-2014 Monthly Cash Flow – All Funds
FY 2013-2014 Monthly Cash Flow – General Fund
FY 2013-2014 Monthly Cash Flow – With Reallocation from Tribes Fund
FY 2014-2015 Projected Budget Summary

Cash Flow Details & Assumptions

- 7/1/13 thru 12/31/13 data based upon actuals
- Revenue based upon actuals and estimates from SDE
- Expenses based upon actuals and estimates for remainder of FY
- Assumes no significant building/maintenance issues
- Assumes enrollment remains stable
- Tribes fund has $29,000 that can be reallocated
- CSP Grant has carryover due to an October 1st – September 31st fiscal year
- Tribes & CSP funds account for currently unused carryover in All Funds Cash Flow Summary
- General Fund Cash Flow Summary demonstrates deficit
- General Fund – With Carryover Cash Flow Summary includes $29,000 fund transfer

Projected Budget Details & Assumptions

- Revenue based upon FY14 actuals and estimates from SDE & U.S. Department of Education
- Expenses based upon FY14 actuals and estimates
- Student enrollment is based on current enrollment plus adding 1 student to each grade; a per grade increase of a 4.6%. Through anecdotal evidence and SDE data, many new charters experience a 10-20% growth rate. Actual enrollment of 111 would reflect a 29% growth rate due to the 24 kindergarten students moving to the 1st grade. Although CTEA is positive the growth will be much greater, the budget was developed toward the worst case scenario.
- In an attempt to simplify the General Fund budget projections, the summaries include expenditures for ***all*** anticipated personnel, even if they are not paid from the General Fund. In the projected budget summaries, these wages & benefits show as transfers into the General Fund and are demarcated in yellow. The projected budget summaries reflect only the operating and program expenditures for the General and Tribes funds; it also includes Impact Aid revenue, as the use thereof is discretionary.
- Excluding wages and benefits, operating and programs expenditures for all other federal funds are not shown in the General Fund Projected Budget Summary.
- CTEA was not eligible for Impact Aid or Title VII – American Indian funds in the current year. These are available beginning in FY15. First payment will be received in October 2014.
- The FY15 General Fund Projected Budget includes a 5% contingency reserve of the General Fund, which equals $30,000.
- Impact Aid has been estimated through a comparison of Lapwai and the Blackfoot school districts actual awards. The estimate was within the range verbally confirmed by the Impact Aid Program Office; they were unwilling to provide written verification at this time. Actual revenue will be determined during the next few months as applications are due on January 31, 2014 for FY15.

- The FY15 budget surplus would cover the $35,069.56 CTEA plans to borrow plus interest.
- The FY15 budget also demonstrates a surplus of $6,993.38.

Financial Strategy

As discussed in the PCSC Meeting on December 12, 2014, CTEA presented its current budget with a deficit cash flow of $ 64,069.56 due to overestimated enrollment and unexpected facilities expenditures. As demonstrated in the FY 2013-2014 Monthly Cash Flow – General Fund, the deficit occurs in June and July. In order to quickly regain financial solvency, the CTEA administration Board of Directors and administration have prioritized the following strategic activities.

Tribes Line Item Reallocation
Since CTEA's start-up phase was moving very quickly and the details about the Shoshone-Bannock Tribes donation were being worked out, CTEA did not begin using the Tribes funds for much of the budgeted personnel until November. Due to this and a few over estimated expenditures, there is currently a $29,000 in that fund that could be reallocated. CTEA has scheduled a meeting on January 28, 2014 with the Fort Hall Business Council in order to discuss using these funds to cover expenditures in the General Fund. This transfer into the General fund would decrease the deficit to $35,069.56. CTEA will contact PSCS staff with the decision immediately after the meeting.

Impact Aid Program
In FY 15 CTEA will receive an extremely low estimated $50,000 or more in 8003 Impact Aid funds (See Lapwai Budget & Impact Aid Application). Last year, Lapwai recieved1.87 million/449 eligible students = $4046 per eligible student. In the 2012 Report on Charter Schools on Military Installations by the Department of Defense, Impact Aid awards for these LEA's ranged from $776-$2500 per student.

CTEA has 77 federally connected students with the same categorical percentages as Lapwai; almost certainly, CTEA will receive at least $50,000, may receive $60,000, probably will receive $175,000, and ideally CTEA could expect $300,000+. These discretionary federal funds are available to "federally connected" students; those whose parents work the Federal Government or live on federal properties.

Unfortunately, Impact Aid, along with Title VII funds are not available to charter schools in their first year. CTEA will be receiving both sources of funding for next year. Due to these funds and other changes in annual expenditures, specifically facilities costs, CTEA will be able to cover the deficit quickly, at the latest by November 2014, still have a contingency reserve of 5% of the General Fund, and show a small surplus (See FY 2014-2015 Projected Budget Summary).

Line of Credit
CTEA decided the most effective way cover the remaining $35,069.56 needed this year is to obtain a line of credit, which some educational institution feel is a good practice in general. Consequently, the administration contacted numerous lending institutions regarding a $50,000 line and is currently exploring options with the following interested Banks:

Bank of Idaho	Todd Howe	208-232-1700
D.L. Evans Bank	Molly Swallow	208-234-0993
U.S. Bank	Karl Belzer	208-234-5518
Citizens Community Bank	Ian Trulson	208-239-8645
Wells Fargo Bank	Danny Williams	208-233-8180

Each of these individuals indicated that their institutions had programs that *could* provide an unsecured loan to CTEA, or could use the Impact Aid revenue to assist in securing the loan. In a

conversation with Mr. Howe from Bank of Idaho on January 22, 2014, CTEA was instructed to send more information as he would be submitting the loan application for a final review. All but Wells Fargo indicated that they could provide an official response to CTEA's applications by the end of next week January 31, 2104. Ideally, the total amount would be financed for a term of no more than six (6) months. CTEA will contact PSCS staff immediately upon word from each institution.

Individually Secured Line of Credit
All lending institutions indicated they will provide a loan if it is secured by an individual or group of individuals. This is an option that the CTEA Board of Directors is currently exploring through local connections. If one of the lending institutions is unable to meet CTEA's request by January 31, 2013, the Board of Directors will make all attempts to find a way to individually secure the loan.

Contributions & Donations
Grants contributions, and donations have been a critical part of CTEA's financial plan and success. A lesson CTEA knows too well is the difficulty in securing these types of revenues. Although solicitation of grants, contributions, and donations remains a part of CTEA's overall financial strategy and will continue to apply regularly, the current emphasis is on securing a line of credit. Currently, it is our plan to submit a minimum of two (2) grants per month that can specifically supplement the General Fund.

Possible Expenditure Reduction in the General Fund
Currently, there are two major line item expenditures that have the possibility of being reduce over the next several months. First, the CTEA administration has already met with Superintendent Chad Struhs of the Blackfoot School District regarding shared busing. Like many charter schools, the Blackfoot School District leases its bus services. Currently, our same carrier is running some the same routes for both entities. This could be a possible annual savings of $10,000 to $20,000.

Also, CTEA will look to renegotiate its health benefits. Currently, CTEA pays approximately $100 - 150 per month more than other local districts. Although on average CTEA teachers cost more, it seems likely another $5000-$10000 could be saved annually on health insurance costs.

Activity Timeline & Task List

Date Completed By	Activity	Responsibility
January 17, 2014	• Submitted financials and/or loan application to 7 different financial institutions. • Board of Directors begins search for individual or group to secure loan if necessary.	Director Chair
January 28, 2014	• Meeting with Fort Hall Business Council to discuss transfer of funds.	Chair
January 31, 2014	• Send donation/contribution application letter to the Morongo Band of Mission Indians. • Answer from lending institutions on nature of loan. Contact PSCS staff regarding outcome. • Send donation/contribution solicitation letter to the Melaleuca Foundation. • Contact the Bureau of Indian Affairs for available funds.	Coordinator Director

	• Continue searching for individual/group to help secure loan.	Chair
February 7, 2014	• Complete all information required by lending institution needed to sign for the loan. • Sign loan documents • Secure a signed letter of agreement from an individual/group assuring security for a loan. Email letter to PCSC staff.	Director Chair
February-June	• If needed, continue contacting lending institution regarding financing. • If needed, continue searching for individual/group to help secure loan. • If needed, continue send donation/contribution application letters	Director Chair Coordinator
June 1, 2013	• Take first drawdown on loan.	Director
July 31, 2014	• Receive first payment from SDE	Director
August 1, 2014	• Make first payment of four on loan	Director
September 1, 2014	• Make second payment of four on loan	Director
October 1, 2014	• Make third payment of four on loan	Director
December 1, 2014	• Make fourth payment of four on loan – zero balance	Director

Marketing Strategy

Many articles have already been written in the local papers, but presentations at key local events, such as the Shoshone-Bannock Tribes Annual Meeting, distribution and lodge meetings has initiate more effective word of mouth advertising. Below is CTEA's FY2014-2015 market plan, which includes key dates and tactics.

Marketing Goals

Find, attract, and enroll 56 students in order to reach the enrollment cap in every grade. CTEA must enroll a minimum of 25 new students to reach 111; the number of students indicated on the FY15 General Budget Projection Summary.

Strategic Activities

Date	Activity	Responsibility
January 27, 2014	Send re-enrollment notices home with all students. Include a reward system for each student who brings in a referral and/or new enrollee. Mass email all Tribes' employees Run advertisement in ShoBan News Post on Tribes & CTEA Facebook All new students get a CTEA backpack Post signs at school, Timbee Hall, Gas Stations, ShoBan Jr./Sr. High, Early Childhood, & DHRC.	Coordinator Admin Assistant Maintenance

February 1, 2014	Open enrollment for students, distribute applications, and collect them. Meet with parent committee to develop a strategic plan to involve them in recruitment.	Coordinator
February - March	Run enrollment advertisement in ShoBan News each month Run one story about CTEA each month Attend all district lodge meetings Mass email all Tribes' employees Update website Move signs to new locations Deliver 500 flyers each month	Coordinator Director Maintenance Admin Assistant
March 31, 2014	CTEA will hold lottery and notify all students. Enrolment goal of at least 25 grade appropriate students will be enrolled for a total enrollment of 111.	Coordinator
May 30, 2014	Celebrate Chief Tahgee Elementary Day in the community	Coordinator
July 2014	Advertise at Treaty Day/4th of July Celebration	Coordinator
August 2014	Booth at Sho-Ban Annual Festival. Enrolment goal of at least 56 grade appropriate students fills school to capacity of 142 students.	Coordinator
April - August	Run advertisement in ShoBan News - Monthly Run story about CTEA in May Mass email all Tribes' employees - Monthly Post to Facebook & Website Move signs in May close to Fort Hall Elementary, Tyhee, & Early Childhood Continue to distribute brochures at all community events.	Coordinator Admin Assistant Maintenance

Target Audience

Audience	What is important to this audience?	How can we reach this audience?	What action do we want the audience to take?
Audience #1: Parents of Early Childhood, Preschool, and Headstart aged	Quality education, hands on/project based learning environments. Culture & Language	Directly at facilities.	Attend informational meetings. Visit website for more information
Audience #2: Parents of students who attend Fort Hall Elementary Students on the reservation.	Quality education, Better academic environment. Culture & Language	Distribution days. Signs by Fort Hall Elementary School & Timbee Hall Booth at Festival	Attend informational meetings to enroll Visit website to enroll. Visit LCPD offices to enroll.

Audience #3: Parents of students who attend other elementary schools off the reservation.	Quality education, Better academic environment. Culture & Language	Distribution days. Signs by Timbe Hall, Hwy 91 North & South side, Agency & Hiline Roads. Booth at Festival	Attend informational meetings to enroll Visit website to enroll. Visit LCPD offices to enroll.

Message	Supporting
Key Message #1: Your child's will reach his/her academic potential.	CTEA students will be tracked and provided the necessary support to perform at grade level. Language immersion programs improve academic success. Cultural enrichment improves self-esteem
Key Message #2: Your child will learn to speak his/her heritage language.	No other form of language learning develops levels of proficiency. Language and culture are inextricable.
Key Message #3: Your child will be taught the Shoshone-Bannock culture.	No Shoshone-Bannock History or culture is taught at the public schools. Knowing one's culture and History give him/her self-identity and pride. Academic, social, and economic achievement increases when

Marketing Tactics
The primary venues, sources, and strategies for advertising and recruitment into CTEA includes the following:

- the school website, e-mail, and other social networking tools,
- mass e-mail to all Shoshone-Bannock Tribes employees,
- the school monthly newsletter,
- dissemination of brochures at community events,
- distribution of flyers to heavily trafficked areas,
- building relationships with the local newspapers, including the Sho-Ban News,
- advertisement materials posted in the library, the community notice board, Shoshone-Bannock Tribes Business complex, at City Hall).
- word-of mouth referrals,
- a school sign,
- door-to-door contacts when deemed necessary,

February 13, 2014

2013-2014
CTEA CASHFLOW
ALL FUNDS

DESCRIPTION	Budgeted	7/1/13 - 12/31/13	January	February	March	April	May	June	July	Total	Carryover
INFLOW											
BEGINNING FUND BALANCE	**2,026.00**	2,026.00									
General Fund	**901,027.51**	722,826.74	14.25	118,748.25	14.25	14.25	59,381.25	14.25	14.25	901,027.51	0.00
Direct Restricted Federal	**423,227.01**	69,882.12	97,891.90	68,954.20	89,891.90	20,937.70	75,669.20	0.00	0.00	423,227.01	0.00
Indirect Restricted Federal	**44,348.00**	0.00	0.00	29,807.26	0.00	0.00	14,540.74	0.00	0.00	44,348.00	0.00
TOTAL INFLOW	**1,370,628.52**	**794,734.86**	**97,906.15**	**217,509.71**	**89,906.15**	**20,951.95**	**149,591.19**	**14.25**	**14.25**	**1,370,628.52**	**0.00**
ACCUMULATIVE INFLOW		**794,734.86**	**892,641.01**	**1,110,150.72**	**1,200,056.87**	**1,221,008.82**	**1,370,600.01**	**1,370,614.27**	**1,370,628.52**	**1,370,628.52**	**0.00**
OUTFLOW											
Elementary	585,420.58	232,219.18	44,668.72	59,455.77	59,759.46	60,225.97	58,348.45	35,880.32	18,121.40	568,679.26	16,741.32
Exceptional Child	47,222.66	16,451.98	4,887.31	4,887.31	4,887.31	4,887.31	4,887.31	4,687.31	1,646.82	47,222.66	0.00
Instructional Improvement	12,933.00	1,700.00	0.00	2,071.10	2,071.10	2,071.10	2,071.10	2,071.10	877.50	12,933.00	0.00
Board of Education	833.40	833.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	833.40	0.00
District Administration	213,025.68	130,102.19	9,187.27	10,898.50	10,371.54	10,683.53	9,947.47	10,331.22	8,249.35	199,771.07	13,254.62
School Administration	42,080.30	19,286.88	3,506.68	3,506.68	3,506.68	3,506.68	3,506.68	3,506.68	1,753.34	42,080.30	0.00
Business Operations	695.77	461.40	58.59	0.00	58.59	0.00	58.59	58.59	0.00	695.77	0.00
Administrative Technology	3,000.00	0.00	500.00	500.00	500.00	500.00	500.00	500.00	0.00	3,000.00	0.00
Buildings - Care Program	5,527.66	2,221.26	472.34	472.34	472.34	472.34	472.34	472.34	472.34	5,527.66	0.00
Maintenance	71,859.04	31,723.64	6,241.63	6,241.63	6,241.63	6,241.63	6,241.63	6,241.63	2,685.63	71,859.04	0.00
Transportation	162,922.49	46,427.49	14,500.00	14,500.00	14,745.00	14,500.00	14,750.00	14,500.00	0.00	133,922.49	29,000.00
Nutrition	400.00	172.03	45.59	45.59	45.59	45.59	45.59	0.00	0.00	400.00	0.00
Capital Assets	288,777.50	271,485.88	6,500.00	0.00	0.00	10,791.62	0.00	0.00	0.00	288,777.50	0.00
TOTAL OUTFLOW	**1,434,698.08**	**753,085.33**	**90,568.14**	**102,578.92**	**102,659.24**	**113,925.77**	**100,829.16**	**78,249.19**	**33,806.39**	**1,375,702.15**	**58,995.93**
ENDING CASH	**-64,069.56**	**41,649.53**	**48,987.54**	**163,918.33**	**151,165.24**	**58,191.42**	**106,953.45**	**28,718.51**	**-5,073.63**		
ENDING CASH		**617,543.19**	**526,975.05**	**424,396.13**	**321,736.88**	**207,811.12**	**106,981.95**	**28,732.76**	**-5,073.63**		

February 13, 2014

2013-2014
CTEA CASHFLOW
GENERAL FUND

DESCRIPTION	Budgeted	7/1/13 - 12/31/13	January	February	March	April	May	June	July	Total	Carryover
INFLOW											
BEGINNING FUND BALANCE	**2,026.00**	**2,026.00**									
General Fund	**582,616.54**	**404,444.23**	10.19	118,744.19	10.19	10.19	59,377.19	10.19	10.19	582,616.54	0.00
TOTAL INFLOW	**584,642.54**	**406,470.23**	**10.19**	**118,744.19**	**10.19**	**10.19**	**59,377.19**	**10.19**	**10.19**	**584,642.54**	**0.00**
ACCUMULATIVE INFLOW		**406,470.23**	**406,480.42**	**525,224.60**	**525,234.79**	**525,244.98**	**584,622.17**	**584,632.35**	**584,642.54**	**584,642.54**	**0.00**
OUTFLOW											
Elementary	193,397.51	95,024.07	14,826.27	14,630.27	14,630.27	14,630.27	14,630.27	17,630.27	7,395.83	193,397.51	0.00
Exceptional Child	36,285.66	13,876.98	3,493.64	3,493.64	3,493.64	3,493.64	3,493.64	3,293.64	1,646.82	36,285.66	0.00
Instructional Improvement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Board of Education	833.40	833.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	833.40	0.00
District Administration	46,230.22	26,464.15	3,361.00	2,961.00	2,861.00	3,321.95	2,861.00	2,969.64	1,430.50	46,230.22	0.00
School Administration	42,080.30	19,286.88	3,506.68	3,506.68	3,506.68	3,506.68	3,506.68	3,506.68	1,753.34	42,080.30	0.00
Business Operations	600.00	365.63	58.59	0.00	58.59	0.00	58.59	58.59	0.00	600.00	0.00
Administrative Technology	3,000.00	0.00	500.00	500.00	500.00	500.00	500.00	500.00	0.00	3,000.00	0.00
Buildings - Care Program	5,527.66	2,221.26	472.34	472.34	472.34	472.34	472.34	472.34	472.34	5,527.66	0.00
Maintenance	64,109.62	23,974.22	6,241.63	6,241.63	6,241.63	6,241.63	6,241.63	6,241.63	2,685.63	64,109.62	0.00
Transportation	119,346.09	32,346.09	14,500.00	14,500.00	14,500.00	14,500.00	14,500.00	14,500.00	0.00	119,346.09	0.00
Nutrition	400.00	172.03	45.59	45.59	45.59	45.59	45.59	0.00	0.00	400.00	0.00
Capital Assets	136,901.64	135,396.57	0.00	0.00	0.00	1,505.07	0.00	0.00	0.00	136,901.64	0.00
TOTAL OUTFLOW	**648,712.10**	**349,961.28**	**47,005.75**	**46,351.15**	**46,309.75**	**48,217.17**	**46,309.75**	**49,172.79**	**15,384.46**	**648,712.10**	**0.00**
ENDING CASH	**-64,069.56**	**56,508.95**	**9,513.39**	**81,906.42**	**35,606.86**	**-12,600.12**	**467.32**	**-48,695.29**	**-64,069.56**		
ENDING CASH		**234,681.26**	**187,675.51**	**141,324.36**	**95,014.61**	**46,797.44**	**487.69**	**-48,685.10**	**-64,069.56**		

February 13, 2014

2013-2014
CTEA CASHFLOW
GENERAL FUND - with REALLOCATION FROM TRIBES FUND

DESCRIPTION	Budgeted	7/1/13 - 12/31/13	January	February	March	April	May	June	July	Total	Carryover
INFLOW											
BEGINNING FUND BALANCE	**2,026.00**	**2,026.00**									
CARRYOVER FUNDS	**29,000.00**						29,000.00				
TOTAL GENERAL FUND	**582,616.54**	**404,444.23**	10.19	118,744.19	10.19	10.19	59,377.19	10.19	10.19	582,616.54	0.00
TOTAL INFLOW	**613,642.54**	**406,470.23**	**10.19**	**118,744.19**	**10.19**	**10.19**	**88,377.19**	**10.19**	**10.19**	**613,642.54**	**0.00**
ACCUMULATIVE INFLOW		**406,470.23**	**406,480.42**	**525,224.60**	**525,234.79**	**525,244.98**	**613,622.17**	**613,632.35**	**613,642.54**	**613,642.54**	**0.00**
OUTFLOW											
Elementary	193,397.51	95,024.07	14,826.27	14,630.27	14,630.27	14,630.27	14,630.27	17,630.27	7,395.83	193,397.51	0.00
Exceptional Child	36,285.66	13,876.98	3,493.64	3,493.64	3,493.64	3,493.64	3,493.64	3,293.64	1,646.82	36,285.66	0.00
Instructional Improvement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Board of Education	833.40	833.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	833.40	0.00
District Administration	46,230.22	26,464.15	3,361.00	2,961.00	2,861.00	3,321.95	2,861.00	2,969.64	1,430.50	46,230.22	0.00
School Administration	42,080.30	19,286.88	3,506.68	3,506.68	3,506.68	3,506.68	3,506.68	3,506.68	1,753.34	42,080.30	0.00
Business Operations	600.00	365.63	58.59	0.00	58.59	0.00	58.59	58.59	0.00	600.00	0.00
Administrative Technology	3,000.00	0.00	500.00	500.00	500.00	500.00	500.00	500.00	0.00	3,000.00	0.00
Buildings - Care Program	5,527.66	2,221.26	472.34	472.34	472.34	472.34	472.34	472.34	472.34	5,527.66	0.00
Maintenance	64,109.62	23,974.22	6,241.63	6,241.63	6,241.63	6,241.63	6,241.63	6,241.63	2,685.63	64,109.62	0.00
Transportation	119,346.09	32,346.09	14,500.00	14,500.00	14,500.00	14,500.00	14,500.00	14,500.00	0.00	119,346.09	0.00
Nutrition	400.00	172.03	45.59	45.59	45.59	45.59	45.59	0.00	0.00	400.00	0.00
Capital Assets	136,901.64	135,396.57	0.00	0.00	0.00	1,505.07	0.00	0.00	0.00	136,901.64	0.00
TOTAL OUTFLOW	**648,712.10**	**349,961.28**	**47,005.75**	**46,351.15**	**46,309.75**	**48,217.17**	**46,309.75**	**49,172.79**	**15,384.46**	**648,712.10**	**0.00**
ENDING CASH	**-35,069.56**	**56,508.95**	**9,513.39**	**81,906.42**	**35,606.86**	**-12,600.12**	**29,467.32**	**-19,695.29**	**-35,069.56**		
ENDING CASH		**263,681.26**	**216,675.51**	**170,324.36**	**124,014.61**	**75,797.44**	**29,487.69**	**-19,685.10**	**-35,069.56**		

Chief Tahgee Elementary Academy
2 Year Projected Budget - General Fund

	Year 2				Year 3			
	July 1, 2014 - June 30, 2015				July 1, 2015 - June 30, 2016			
	Number		Rate	Amount	Number		Rate	Amount
Number of Students		111				132		
Revenues								
State Apportionment				486,249.00				553,003.03
State Transportation			85%	114,750.00			85%	114,750.00
Nutrition Program (Feds)								
Impact Aid (PL 81-874)				47,988.00				73,656.00
Johnson O'Malley								
Title II-A				8,325.00				8,325.00
Title I-A				23,310.00				23,310.00
IDEA Part B				13,132.00				13,132.00
Title VII				13,132.00				13,132.00
Building Fund	$	120		13,320.00	$	120		15,840.00
Medicaid	$	50		5,550.00	$	50		6,600.00
Earnings on Investments				200.00				200.00
Other Contributions/Donations								
Shoshone-Bannock Tribes				150,000.00				150,000.00
ANA Grant				113,001.00				113,001.00
CSP Grant				52,926.92				52,926.92
Intermountain Gas				2,000.00				
USDA Grant								
Total Grants & Donations				317,927.92				315,927.92
TOTAL REVENUES				1,043,883.92				1,137,875.95
Expenses								
Salaries:			2.0%				2.0%	
Director	$	70,000	1	70,000.00	$	71,400	1	71,400.00
Coordinator	$	51,000	1	51,000.00	$	52,020	1	52,020.00
Teacher 1 - BA+60 - 20 Years	$	52,430	1	52,430.00	$	53,480	1	53,480.00
Teacher 2 - MA +12 - 8 Years	$	39,780	1	39,780.00	$	40,580	1	40,580.00
Teacher 3 - BA+24 - 13 Years	$	43,860	1	43,860.00	$	44,740	1	44,740.00
Teacher 4 - MA - 20 Years	$	48,960	1	48,960.00	$	49,940	1	49,940.00
New Teachers - BA - 0 Years	$	31,000	1	31,000.00	$	31,620	2	63,240.00
Special Ed MA + 45 Max Years	$	53,300	1	53,300.00	$	54,370	1	54,370.00
Full-Time Paraprofessionals	$	20,000	1	20,000.00	$	20,400	1	20,400.00
Administrative Assistant	$	20,000	1	20,000.00	$	20,400	1	20,400.00
Part-Time Paraprofessionals	$	10,000	4	40,000.00	$	10,200	5	51,000.00
Language Teacher	$	10,000	1	10,000.00	$	10,200	1	10,200.00
Language & Cultural Specialists	$	10,000	2	20,000.00	$	10,200	2	20,400.00
Custodial/Maintenance	$	10,000	1	10,000.00	$	10,200	1	10,200.00
Transportation	$	4,500	1		$	4,590	1	4,590.00
Total Salaries				510,330.00				566,960.00
Benefits:								
Retirement/PERSI		12.5%		51,291.25		12.5%		51,291.25
Health/Life Insurance		760		82,080.00		760		82,080.00
SUTA		3.36%		11,341.01		3.36%		12,584.88
Payroll Taxes		7.7%		39,295.41		7.7%		43,655.92
Workers Compensation		0.70%		3,572.31		0.70%		3,968.72
Total Benefits				187,579.98				193,580.77

	Year 2			Year 3		
	July 1, 2014 - June 30, 2015			July 1, 2015 - June 30, 2016		
	Number	Rate	Amount	Number	Rate	Amount
Number of Students	111			132		
Expenses (continued)						
Operating Expenses:						
Textbooks/Software		$ 100.00	0.00		$ 100.00	5,000.00
Equipment & Supplies			5,000.00			10,000.00
Contract Special Services			10,000.00			10,000.00
Network/Technology Administrator			6,000.00			6,000.00
Legal			Donated			Donated
Accounting			3,000.00			3,000.00
Advertising/Marketing			2,500.00			2,500.00
Utilities			17,000.00			20,000.00
Liability & Property Insurance			5,000.00			7,000.00
Testing & Assessment			1,000.00			2,000.00
Staff Development			0.00			0.00
Travel			2,000.00			3,500.00
Postage			500.00			500.00
Initial Facilities Set-up			18,571.00			10,000.00
Rents and Leases			53,340.00			53,340.00
Technology			0.00			5,000.00
Substitutes			4,000.00			4,000.00
Miscellaneous			3,000.00			4,000.00
Authorizer Fee			5,000.00			5,000.00
Debt Retirement			1,000.00			
Contingency Reserve			30,000.00			34,000.00
Total Operating Expenses			166,911.00			184,840.00
Program Expenses:						
Transportation			135,000.00			135,000.00
Nutrition Program		$ 425	2,000.00		$ 425	3,000.00
Total Program Expenses			137,000.00			138,000.00
TOTAL EXPENSES			1,001,820.98			1,083,380.77
Net Operating Income/(Loss)			42,062.94			54,495.18
Beginning Fund Balance			(35,069.56)			6,993.38
Ending Fund Balance			6,993.38			61,488.57

Credit Information	
Interest Rate	8.00%
Term	6.00
Principal	35,069.56
Payment	(5,982.06)
Total Interest	(822.82)

SUBJECT

Compass Public Charter School Proposed Charter Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Compass Public Charter School (Compass) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Meridian since 2005.

DISCUSSION

Compass will present proposed amendments to the school's charter.

The proposed amendments include language clean-up, removal of references to the Harbor Method and Harbor Institute, and changes to the school's mission and educational program in order to better reflect actual philosophy and practice as they have developed since the school's early years.

The most significant proposed revisions are those pertaining to the school's Mission, Vision, Educational Philosophy, and Educational Program in Tabs 1 and 3. Though Compass's philosophy and approach remains similar to the school's initial charter, language changes have been made to reflect the school's development of the Compass Model based on their work to specialize their educational program to their student population. Understanding by Design, which is now a core element of Compass's educational program, is described in Tab 3.

IMPACT

If the PCSC approves the proposed amendments, Compass will immediately begin operating under the amended charter. If the PCSC denies the amendments, Compass could appeal this decision to the State Board of Education, or could decide not to proceed any further. The charter amendments will not result in a need to amend Compass' performance certificate.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed charter amendments as submitted by Compass Public Charter School.

COMMISSION ACTION

A motion to approve the proposed charter amendments as submitted by Compass Public Charter School.

OR

A motion to deny the proposed charter amendments as submitted by Compass Public Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Dear Charter School Commission,

Thank you for considering Compass Public Charter School's proposed charter amendments. Given the required changes related to the development of the Performance Certificate and Mission Specific Goals, we felt it was appropriate to make some "house cleaning" changes to our charter document at the same time.

Our amendments are centered on two main modifications which are better aligned to the practices of the school now that we have evolved and developed our full K-12 program. It is important to note that although we reworded the mission and philosophy statements, the overall intent of our mission and philosophy have remained intact. Therefore, we don't see these modifications as "mission drift."

The first significant amendment made throughout the charter document is the elimination of references to the Harbor Method and/or Harbor Institute. While our school has its roots in the Harbor Method, we have made additions and deletions to our schools practice's which work better for our clientele but that no longer align to the Harbor Method. Out of respect to the founder of the Harbor Method, we feel it is fitting to remove these references. We are working with Davies Moore Advertising to develop our own brand referred to as the Compass Model. The Compass Model is based on four overarching key themes –

1. Next Level Excellence – Compass prepares students for lifelong success through unparalleled educational and real world learning opportunities.
2. Exceptional Academics – Compass challenges students with a rigorous academic curriculum.
3. Strong Character Values – Compass instills students with a strong sense of community, integrity and responsibility.
4. Worldview Development – Compass empowers students to become critical thinkers, engaged citizens and inspired leaders by providing a safe

learning environment to develop, articulate, and defend their personal view of the world.

The second significant amendment in the charter has to do with our educational philosophy and program. Compass opened as a K-7 school in 2005 and added one grade per year until we achieved a K-12 program. As we have grown, we have used the K-6 education model to build the 7-12 program. However, we have now had three graduating classes and we have developed a successful concurrent college credit program in our high school. Our high school teachers are adjunct faculty with the College of Western Idaho and they are very familiar with required college readiness skills. With this in mind, a couple of years ago we began the hard work of vertically aligning our education program from the top (12th grade) down (Kindergarten). We have a saying that "we are teaching seniors in Kindergarten." In other words, we now clearly see "the end target/goal" and we have used backward design (Understanding by Design) to modify our overall program to prepare students for the end target. Similarly, within each classroom, our teachers are implementing the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations.

Finally, we are requesting an expansion of our attendance boundaries to include the entire boundaries of Joint School District No. 2 (Meridian School District). Our intent for this change is an effort to be proactive in pursing future charter expansion. While no definitive plans have been made, we have considered the idea of opening four elementary schools (students for 2 more than we currently have) to serve the large number of students on our wait list each year. The thought is to have our elementary schools operate out of separate buildings and use the current building as our middle school and high school. We have outgrown the current facility even with the enrollment we now serve. By expanding the boundaries, we will have additional options for new site locations.

Cover Page

Compass Public Charter School

Submitted for PCSC Approval: February 13, 2013

School Opened: August 2005

Revision Approved by School Board: January 9, 2014

School Location: 2511 W. Cherry Lane, Meridian, ID 83642

School Attendance Area: Meridian Joint School District No. 2

School Website: www.compasscharter.org

School Administrator: Kelly Trudeau, 208-855-2802, ktrudeau@compasscharter.org

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TAB 1

Compass Vision

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.

Compass Mission Statement

~~The Compass Public Charter School's mission is to prepare each child with a personal compass that will guide them in life's directions. We do so by developing students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.~~

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

School Culture

As Compass has evolved and expanded, we have developed our own methods and philosophy of school culture. We have identified our method as "The Compass Model."

The Compass Model is based on four overarching key themes –

1. Next Level Excellence – Compass prepares students for lifelong success through unparalleled educational and real world learning opportunities.

2. Exceptional Academics – Compass challenges students with a rigorous academic curriculum.

3. Strong Character Values – Compass instills students with a strong sense of community, integrity and responsibility.

4. Worldview Development – Compass empowers students to become critical thinkers, engaged citizens and inspired leaders by providing a safe learning environment to develop, articulate, and defend their personal view of the world.

Evidence of the key themes can be seen in the essential design elements of our program:

Academic

- Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high,

clear, and commonly-shared expectations

- Provide students with opportunities to enroll in courses for concurrent college credits
- Provide a learning environment designed for the Next Generation Learner, including:
    - A technology-rich learning environment
    - Constructive learning experiences through both the geographic and the Internet-connected community
    - Personalized learning based on data-driven goals for instruction
    - Curriculum and instruction to encourage students to make real-world connections

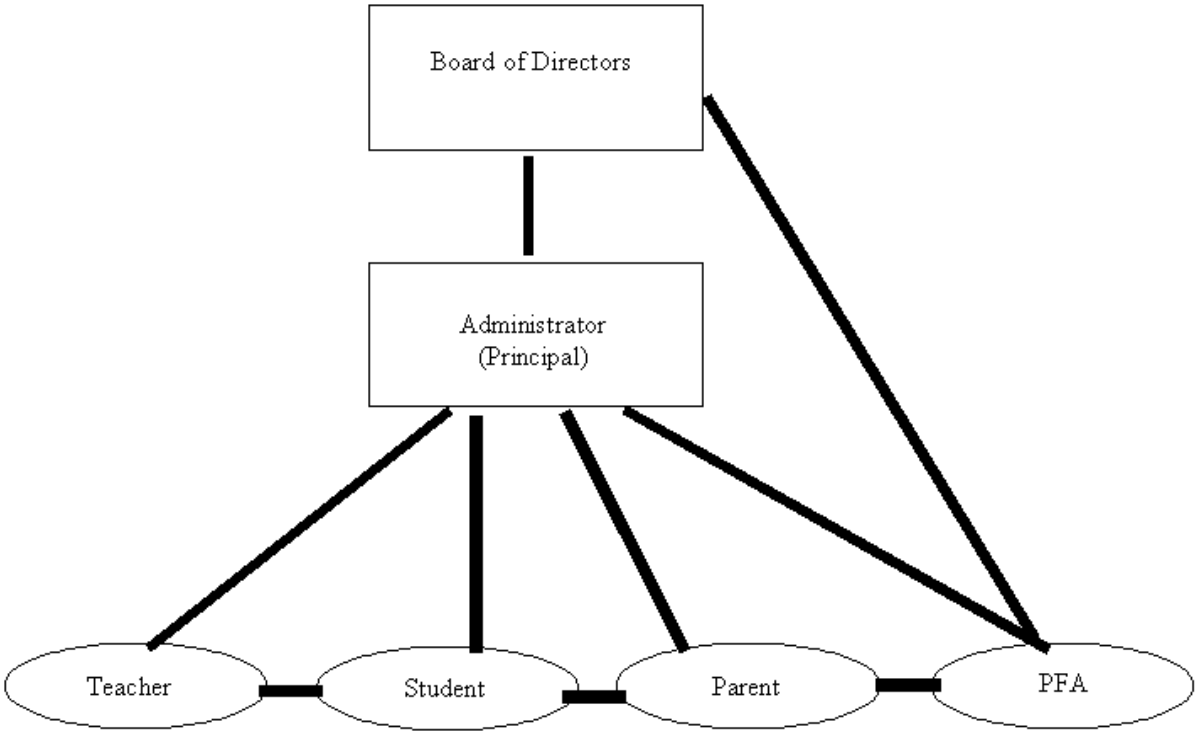
Culture

- Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships
- Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's ™ One School Rule
- Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
- Help students to cultivate their authentic student voice through leadership opportunities
- Value parents as partners in their students' education

TAB 2

Organizational Flow Chart

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



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.

- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.

- The Board of Directors and PFA (Parent Faculty Association) of Compass Public Charter may provide consultation to the Principal regarding ongoing plans for the school.

- The Board will, when necessary, adjudicate disagreements between parents and the administration.

- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.

- The Principal supervises, directly or indirectly, all employees of the charter school.

Organization

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

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

Liability Insurance: Ref. Idaho Code 33-5205 (4)

Compass Public Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Compass Public Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Compass Public Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Compass Public Charter School. Compass Public Charter School maintains insurance for liability, errors and omissions, and property loss. Compass Public Charter School will annually review and maintain insurance coverage that "mirrors" surrounding school districts. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and CPCS. Pursuant to Idaho Code § 33-5204(2), the Commission has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Commission does not act in the capacity of the board of trustees of a school district or perform any of the functions of a school district; rather,

the Commission looks to the board of directors of the non-profit corporation, which operates the charter school, to perform the essential functions of a school district with respect to the charter school. Consequently, the Commission expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Commission or assumption by the Commission of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Commission by statute or rule of the State Board of Education. Compass Public Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

By granting of this charter, the Commission does not intend that any persons or entities other than the board of directors for Compass, or its successors and assigns, shall have any rights or remedies arising from this grant, and no third party rights are intended. Specifically, no party contracting with Compass is intended to have any rights arising from the grant of a charter, and any benefit accruing to any such third party is merely coincidental.

Primary Attendance Area

The Compass Public Charter School boundaries are ~~the combined attendance area of Sawtooth, Meridian, and Lake Hazel Middle Schools in Meridian School District as of October 13, 2004.~~ aligned to those of Meridian Joint School District No. 2.

Number of classrooms, offices, etc. necessary, along with total square footage to implement your program as described:

Facilities Summary

~~The goal of Compass Public Charter School is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students.~~ Compass Public Charter School leased space from Cherry Lane Christian Church (located at 2511 W. Cherry Lane, Meridian, Idaho) to serve as a temporary facility for the first year. Compass Public Charter School entered into a lease-purchase arrangement in the spring of 2007 to purchase the former Cherry Lane Christian Church. Improvements have been made to the facility to better serve the school's needs. In 2011, CPCS qualified for a private bond to purchase the facility at 2511 W. Cherry Lane, Meridian, Idaho 83642.

Certification

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

described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and wellbeing of the staff and students. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

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 shall be provided to the Commission no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

TAB 3

~~Curricular Emphasis~~ Educational Philosophy

~~The Compass Public Charter School's mission is to prepare each child with a personal compass that will guide them in life's directions. We do so by developing educated persons, defined as competent, confident, productive and responsible persons who possess the habits, skills and attitudes to succeed in life and to be offered the invitation of a post-secondary education and satisfying employment. This mission seeks to develop an educated citizenry through a dynamic and interactive academic program. Compass Public Charter School will use the unique aspects of the Harbor Method of Instruction to meet or exceed all Idaho State Standards and benchmarks.~~ Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview. Compass Public Charter School will use Understanding by Design® (UbD™) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design. CPCS's curriculum will support the development of educated students within the traditional academic subjects (including language arts, math, science, and social studies,) augmented by music, theater, art, health, and computer, physical, and environmental education.

We believe that learning best occurs when the seven key tenets of Understanding by Design® are implemented:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD™ framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD™ framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and

assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD™ framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

Additionally, we believe students learn best when:

- Learners are given time and resources necessary to reflect on their learning and set goals for future learning opportunities;
- ~~Students~~ Learners are actively engaged in integrated and meaningful tasks;
- ~~Students~~ Learners see themselves as part of the community and find ways to serve the community;
- Learners are allowed to make mistakes in order to achieve success.
- ~~Students see the connection between what they learn and the real world~~
- ~~Students work individually and as members of a group~~
- ~~Working together, student, parent and educator identify an academic and personal learning goal, support and responsibility for learning is an intrinsic part of the educational program~~
- ~~Students are supported with mentors and advocates~~
- ~~All students have advanced learning opportunities~~
- ~~A positive and productive learning environment is provided;~~
- ~~Learners are given opportunities to build new knowledge;~~
- ~~Learners are given time to reflect on the value and purpose of what they learn;~~
- ~~All learners are taught various mediums for self-expression.~~

In conclusion, Compass Public Charter School will establish a school philosophy, embraced by teachers, the administrator, students, and parents which holds that every child 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 their and other's educational experiences. Compass' academic program is designed to meet the needs of the students, not cater to the convenience of teachers, administrators, or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised~~. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!~~

The philosophy of Compass is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.

~~Educational Method~~ Educational Program

~~Compass Public Charter School's methods of instruction are based primarily on a "teach to the ceiling" philosophy with fast paced direct instruction. The Idaho State Standards are the floor. All students are encompassed in this method, and no child is left behind or left unchallenged. If a child doesn't understand a concept at first, they will eventually master it through daily repetition, assessment, and review. The focus isn't on when a child understands a concept, but rather that they will understand it in the end. This takes the desperation out of teaching and the anxiety out of learning. Direct instruction combined with individual student attention is the key to success at Compass Charter.~~

~~Teachers will be engaged in the act of direct 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.~~

A primary goal of Compass' educational program is the development and deepening of student understanding of important ideas and processes within, and across, disciplines so that they can transfer their learning to new situations. This goal aligns to our school's mission to provide a safe and challenging learning community that prepares students for lifelong excellence through exceptional academics. The unique instructional approach of [1]Understanding by Design™ (UbD™) is an inquiry-based curriculum framework grounded in the work of McTighe and Wiggins. UbD™ provides a planning process and structure to guide curriculum, assessment and instruction. UbD™ requires that curriculum and instruction address three different but interrelated academic goals: acquire important information and skills, make meaning of content, and effectively transfer their learning to new situations both within school and beyond it. The framework offers a three-stage backward design process which includes: Stage 1: Identifying desired results, Stage 2: Determining assessment evidence, and Stage 3: Planning learning experiences and instruction that will help students achieve learning for understanding.

- Stage 1 includes establishing learning goals including identifying relevant state standards, enduring understandings, essential questions, and key procedural and declarative knowledge that will be acquired during instruction.

[1] Wiggins, Grant P., and Jay McTighe. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

- Stage 2 includes formulating a comprehensive, balanced assessment plan tightly aligned to stage one learning goals requiring students to demonstrate transfer of learning. Both formative and summative assessments are used to provide feedback to teachers and students on progress toward learning goals.
- Stage 3 includes developing a comprehensive instructional design tightly aligned to stage one learning goals and stage two assessment goals so that students are actively engaged as learners as they transfer and apply knowledge within learning contexts.

This instructional approach helps learners become thoughtful about, and productive with, content. Our goal is to prepare students for the world beyond school—to enable them to apply and transfer what they have learned to new situations they will face in the future.

To support these goals, teachers weave together three instructional approaches:

- Direct instruction. In this role, the teacher's primary goal is to help learners acquire basic information and skills through explicit instruction and modeling. Direct instructional strategies include lecture, multimedia presentations, convergent questioning, demonstration, modeling, guided practice, and feedback.
- Facilitation. Teachers in this role seek to help learners make meaning and understand important ideas and processes. Teachers guide learners in actively processing information and exploring complex problems through such instructional strategies as analogies, graphic organizers, divergent questioning and probing, simulations, problem-based learning, Socratic seminars, reciprocal teaching, and student self-assessment.
- Coaching. In a coaching role, teachers provide opportunities for students to transfer learning in increasingly complex situations. Teachers establish clear performance goals, provide models, and give feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed. Instructional strategies include conferencing; encouraging student self-assessment and reflection; and providing specific commentary, feedback, and corrections in the context of authentic application.

As these categories make clear, there is rarely one best teaching approach. Compass is a school committed to teaching for understanding, therefore, we use all three pedagogies in differing degrees based on child development, grade level learning goals, and individual student needs. These K-12 teaching pedagogies ensure that the needs of students at various educational and developmental levels are met.

Compass' philosophy and vision are founded on the premise that when students are schooled in a safe and comfortable environment with rigorous and relevant learning opportunities, they will achieve excellence. Therefore, our educational program focuses on two main areas that encompass this belief.

Academic

- Compass will implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations. [2]Understanding by Design (UbD) provides a common language for educators who are interested in promoting student understanding rather than formulaic knowledge or recall learning. It also provides a framework and a toolkit of research-based best practices that have been proven effective in helping educators promote understanding-based results for learning, expand the range of assessment tools and processes they use to monitor student achievement, and enhance their design of instructional activities to promote high levels of student achievement.
- Compass will provide students with opportunities to enroll in courses for concurrent college credits. [3]A new study from the Community College Research Center finds that dual enrollment (concurrent credit) programs are associated with positive outcomes on such measures as high school graduation and college enrollment rates, college grade point averages and progress toward college completion.
- Compass will create a learning environment designed for the [4]Next Generation Learner, including:
    - A technology-rich learning environment
    - Constructive learning experiences through both the geographic and the Internet-connected community
    - Personalized learning based on data-driven goals for instruction
    - Curriculum and instruction to encourage students to make real-world connections

Culture

- Compass offers opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships. [5]Setting high expectations early in life is an important step in order for youth to develop the skills to succeed in the future. Work-based learning is one way youth can identify interests, strengths, skills, and needs related to career development. A

[2] Brown, John L., and Grant P. Wiggins. Making the Most of Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 2004. Print.
[3] (n.d.): n. pag. The Benefits of Dual Enrollment | Inside Higher Ed. Web. 12 Jan. 2014.
[4] Oblinger, Diana. Game Changers: Education and Information Technologies. Washington, D.C.: EDUCAUSE, 2012. Web.
[5] "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

hands-on experience in a real setting, work-based learning includes a broad range of opportunities including short-term introductory activities such as job shadowing, informational interviews, and workplace tours, as well as more long-term and intensive training including workplace mentoring, apprenticeships, and paid employment. Volunteer work, service learning, and activities at a student's school site can also provide rich, work-based learning opportunities. Potential benefits of work-based learning for youth while they are still in school include:

- Identification of career interests, skills, and abilities;
- Exposure to job requirements and responsibilities, employer expectations, workplace etiquette, and workplace dynamics;
- Development of critical workplace skills and a solid foundation for good work habits;
- Improvement of post-school outcomes; and
- selection of appropriate courses of study tied to career goals.

- Compass encourages students to develop self-discipline and take responsibility for their own behavior through the implementation of Love and Logic's ™ One School Rule.
- Compass supports students in their learning and demonstration of strong character traits. Compass also acknowledges their success through regular self-evaluation and school-wide recognition. The development of a child's character and appropriate behavior is first and foremost the responsibility of the family, but schools can play a strong supporting role. [6]"Schools with the highest levels of student achievement do not sidestep the issue of character education. They embrace it. These schools acknowledge that their success is due in large measure to their attention to guiding principles, through which they have been able to create the supportive learning environment that is essential for students to achieve high standards."

- Compass assists students in cultivating their authentic student voice through leadership opportunities.
- Compass values parents as partners in their students' education. [7]The research is clear, consistent, and convincing. Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more

[6] "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.
[7]"Parent, Family, Community Involvement in Education." NEA Education Policy and Practice PB11 (2008): 1. Www.nea.org. Web. 12 Jan. 2014. <http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf>.

regularly, stay in school longer, and enroll in higher level programs.

Instruction Courses

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. Compass Public Charter School 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 regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities. At appropriate grade levels, instruction will include but not be limited to the following:

- Language Arts and Communication will include instruction in reading, writing, English, literature, informational text, technological applications, spelling, speech and listening.

- Mathematics will include instruction in number sense, addition, subtraction, multiplication, division, percentages, geometry, mathematical reasoning and probability.

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

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

~~Other Required Instruction~~ Course Framework

1. Elementary School (Grades 1-6)

a. Other required instruction for all students and other required offerings include:
   1. Fine Arts (art and music)
   2. Health (wellness)
   3. Physical Education (fitness)

~~b. Additional instructional options as determined by CPCS include:~~
   ~~1. Foreign Language (Spanish)~~

2. Middle School (Grades 7-8)

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. CPCS 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.

a. Other required instruction for all students include:
   1. Health (wellness)
   2. Physical Education (fitness)

b. Other required offerings of the school include:
   1. Fine & Performing Arts
   2. Vocational-Technical Education

c. Additional instruction options as determined by CPCS. For example:
   ~~1. Spanish~~
   1. Career Planning
   2. Leadership Development
   3. Creative Writing
   4. Audio Visual Production

3. High School (Grades 9 – 12)

Beginning in the 2007-2008 school year, Compass Public Charter School will offer the addition of a 9th – 12th grade high school program, beginning with a 9th grade the first year and adding one grade thereafter until 12th grade is reached. The high school program will be referred to as Compass Honors High School. The word "Honor" in the name exemplifies both the academic rigor as well as the honorable behavior expected from the students who attend the high school program. The emphasis of the high school's curriculum will be an honors level/college prep focus by adopting high graduation requirements with an increased student exposure to math and science. By the 11th grade, students will be enrolled in concurrent college credit courses offered both at Compass as well as on the college campus.

The following are the graduation requirements at Compass Public Charter School (Compass Honors High School – CHHS):

Language Arts	9 credits
Mathematics	8 credits
Science	8 credits
Social Studies	9 credits

Humanities	4 credits
Health	1 credit
PE	1 credit
Career Focus Electives	8 credits
Electives	8 credits
Senior Project	Required including oral presentation, project, and written report.
College Entrance Exam	ACT, SAT, or COMPASS by the end of 11th grade.
TOTAL CREDITS	56 credits

In addition, concurrent credit coursework will be offered to high school students at CHHS with the goal being to help each graduating student who is planning to attend college to obtain college credits at the high school level.

Coursework will be designed to meet the requirements of ~~the Northwest Regional accreditation~~ AdvancED and state standards. The curriculum will use the State of Idaho's educational standards as its foundation.

An ~~internship~~ apprenticeship program will be implemented during the 11th and 12th grades. This program will be career focused for the individual student and provide "real work" opportunities. Thirty hours in the ~~internship~~ apprenticeship program would equate to 1 credit of career focus electives. Students will be required to complete a final graded project as part of the ~~internship~~ apprenticeship program. In addition, students would be required to complete 50 hours of family and community service for each year in attendance. Fifty hours of service would equal 1 credit toward the graduation requirements. The family and community service projects would be developed by the student with guidance from the administrator, high school teachers, and parents.

All state testing for the high school grades will be conducted as required by the State Board of Education. Compass Public Charter School will meet at least the minimum requirements set by the State Board of Education ~~and the No Child Left Behind Act~~ to ensure that its students are taught by highly qualified teachers.

Educational Thoroughness Standards

Compass Public Charter School will achieve the Thoroughness Standards (as defined in section 33-12, Idaho Code) through its basic curriculum and supplemental instruction in character education, foreign language, music and community, school, and family service projects.

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

Goal: to create a positive teaching and learning environment with an emphasis on high expectations for behavior and academic performance as measured by staff and parent

observation, low absentee rate, ~~students returning year after year to the school~~ student retention rate and few discipline referrals.

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.
Compass will implement the Love and Logic® method of working with students which was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline.

Objectives: Compass Public Charter School will:

- Follow the ~~general philosophy of both the Harbor Method® and the~~ Love and Logic® ~~Method.~~ Philosophy for discipline.
- 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 are inspected as
  required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define 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.

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

Goal: to maintain a positive and safe teaching and learning climate as measured by staff, student and parent satisfaction surveys as well as an annual safety inspection.

The atmosphere created through the ~~Harbor Method~~ Compass Model and Love and Logic® philosophy allows children to soar socially and academically. Students will not be afraid to take academic risks, like asking or answering questions in front of peers, when they feel safe and supported. They will not be distracted from learning by fear. The result is a culture that is warm and friendly, orderly and free from chaos.

Objectives: Compass Public Charter School will:

- Follow the ~~Harbor Method® and~~ Love and Logic® philosophy of discipline.
- Develop a student handbook providing a code of conduct centered on guiding principles of discipline.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent principles for behavior 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. As evidenced by record keeping of student community service hours.

Objectives: Compass Public Charter School will:

- Follow the ~~general philosophy of both the Harbor Method® and the~~ Love and Logic® ~~Method.~~ Philosophy.
- Emphasize the importance of adults modeling important values at school. This is done through expectation training, in which teachers clearly illustrate and define self-discipline and responsibility. Daily procedures are designed to support the school's emphasis on responsibility and self-discipline.
- Help students build rapport and develop a sense of belonging as well as carry out responsibilities to one another and to the faculty and staff. Students who display responsibility and good citizenship are given special recognition through a well-designed reward system.
- 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: to teach students a range of effective communication skills appropriate for the 21st century as measured by ~~student performance on teacher generated writing projects and/or assessments and computer curriculum evaluations.~~ evaluations of student speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.

Objectives: Compass Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by ~~dramatization and memorization.~~ speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.
- ~~Use writing prompts provided by the State Department of Education to create classroom assessments of writing.~~
- Provide a technology-rich environment that enhances communication.
- Provide instruction in Music. Reading and writing of music is also considered a communication skill that falls within the notion of "literacy". Music is a kind of language; some even term it the "Universal Language". It is also our belief that early musical training can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns--linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.
- Incorporate student's communication skills into ~~a~~ meaningful ~~and team building activity during 7th and 8th grade by participating in the production of a~~ activities emphasizing effective writing, reporting, speaking and listening skills. Technology and media will be utilized at all grade levels to enhance student's communication skills. By the time students reach the secondary level, students will have the option of participating in school broadcast and journalism ~~project~~ courses. Students will apply their skills of information gathering, interviewing, and research. ~~and investigation, story writing and reporting to produce the weekly broadcast.~~

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

Goal: to develop an educated citizenry for the 21st century through a dynamic, interactive ~~academic program where pacing is driven by student capabilities and students who are well grounded in the basics such as reading, writing, mathematics, science, and social studies as measured by teacher generated evaluations and assessments as well as statewide assessments.~~ academic program designed to challenge students to achieve instructional outcomes based on Idaho Core Standards that will apply learning to real-life situations.

Objectives: Compass Public Charter School will:

- Use the Idaho State Department of Education's Standards as a starting point to be enhanced by unifying themes and other creative methods.

- Develop benchmark assessments to determine student growth in reading, writing, math and science.
- ~~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; hands-on experimentation for science learning; and a social studies curriculum that is strong in historical and Constitutional studies with an emphasis on community service.~~
- Utilize Understanding by Design® (UbD™) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design.
- 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: to provide students with basic skills that prepare them for future employment and provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century. This goal will be measured through career assessments and employer assessments of students who complete work related ~~internships~~ apprenticeships.

Objectives: Compass 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.

- Provide students with career exploration opportunities and work skill assessments.

- Enable high school students to establish ~~internship~~ apprenticeship experiences in the community.

Standard g. The students are introduced to current technology.

Goal: to provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. Technology skills will be measured through teacher generated assessments and demonstration of technological understanding.

Objectives: Compass 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, data storage, and communication.

- Use computers and audio visual equipment to develop skills in broadcasting and journalism.

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 as measured by student community service logs as well as successful completion of ~~internship~~ apprenticeship hours and employer evaluations.

Objectives: Compass Public Charter School will:

- ~~Provide a comprehensive program of community service that reflects responsible citizenship within the community.~~
- Provide an integrated program of community service that builds qualities of citizenship throughout all levels of the school.

- 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 wise decisions.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

~~Educational Programs and Services~~ Supplementary Services

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 of Directors, Administrator, 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 08.02.03.

Special Education: Ref. Idaho Code 33-5205 (3) (q)

~~If chartered by the Public Charter School Commission, CPCS plans to apply to the State Board of Education or any other agency required for LEA status.~~

CPCS 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").

CPCS shall comply with all applicable federal law in regard to services and education of English Language Learner ("ELL") students. CPCS shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance
- Develop a program that in the view of experts in the field, has reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

Students with disabilities will be served according to federal and state laws regarding special education including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. CPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. CPCS will adopt a non-discriminatory policy regarding

admissions. Children with and without disabilities will be admitted to the school on the same basis, except that special education students may be exempt from academic proficiency, entrance requirements if the lack of proficiency has been caused by the student's disability. CPCS will provide a free, appropriate public education (FAPE) to all of its students.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). The school will hire a Special Education Coordinator to work with the IEP team. The IEP team will be comprised of the student's parent (or legal guardian), special education teacher (or service provider), general education teacher, a person qualified to interpret evaluation results, the student's transition services provider (if necessary), and others with special expertise (at the discretion of the parent).

Meetings conducted to review, modify, and implement a student's IEP will include the participation of the child's parent and child when appropriate. Parents will be expected to participate fully in all aspects of the IEP process including the identification, evaluation, eligibility, and IEP planning for their child. Transportation services will be provided as required by the student's IEP. Progress reporting for children with disabilities will be conducted on the same basis as for non-disabled students, and the school will develop a plan for participation of special education students in statewide assessments. Parents will be informed of their due process rights and responsibilities in writing, and the school will supply written notification of any special education meeting concerning their child. The school will secure the information consent from parents before special education evaluations are conducted and all aspects of the IEP process will remain confidential as required by IDEA and FERPA.

Assurances

CPCS will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990, that are applicable to it.

CPCS will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment
- Are involved in the development of and decisions regarding the IEP, along with their parents if the student is age fourteen (14) or older
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

CPCS will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include working with contracted service providers to

ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of CPCS's learning setting. The school may permit the special education coordinator to take on additional administrative or instructional duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990.

CPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

CPCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

CPCS's Special Education Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the Department of Education in order to permit such entities to comply with deferral law and regulation.

Remediation

Prompt additional help will be given to students who do not accomplish the following;

- obtain a level of Proficiency or demonstrate reasonable growth on state standardized tests.
- read at grade level by third grade
- score below the 25th percentile in math, reading, or language on curriculum based measures (CBM's)
- produce student work that depicts acquired, integrated, extended, refined and meaningful utilization of students
- reflect positive growth on the parent surveys done yearly on the child'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 done yearly on attitudes and habits toward task performance.

Special Note: Those students not reading at grade level or performing above the 25th percentile on curriculum based measures will be identified for response to intervention (RTI) and receive intervention as outlined in CPCS's RTI Procedural Manual.

Gifted and Talented Students

~~CPCS shall identify and provide 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. CPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Cod3e 33-2003. The CPCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. CPCS will also utilize the services of the 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.~~

CPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Cod3e 33-2003. K-8: Compass Charter School follows an inclusion model where differentiated instruction opportunities are provided within the classroom setting. As student's skills advance, they are offered advanced learning opportunities or accommodations to the current curriculum may be made.

9-12: The high school program is referred to as Compass Honors High School (CHHS). The high school motto is – "Compass Honors High School exists to provide a strenuous, in-depth honors education where excellence is our standard, not our goal."

CHHS offers honor level courses, concurrent credit courses, and career focus electives (apprenticeships in the work community). Our teachers believe in teaching quality versus quantity. Students who leave CHHS will know how to research, reason and apply these skills to all learning situations.

CHHS encourages leadership through community service, student government, National Honors Society, and a monthly Aim High Leadership award.

Limited English Proficiency Students

As a public school, CPCS is committed to serving all interested and eligible students. In addition to our rigorous phonics program, CPCS teachers will supplement the program to adapt to the needs of LEP students. If necessary, units can be re-arranged, mastery levels may be adjusted, assessments can be adapted, books printed in English substituted for other languages, etc. Teachers will be trained to identify LEP students. Teachers will learn how to ask appropriate questions and help parents identify problem areas as well as individual learning plans for LEP students.

Dual Enrollment: Ref. Idaho Code 33-5205 (3) ® and 33-203

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).

TAB 4

Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

Compass Public Charter School will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement, and other appropriate tests and measures. ~~As a school, CPCS will obtain adequate yearly progress (AYP) on the Idaho Standards Achievement Test (ISAT). After attending Compass Public Charter School for a period of three (3) consecutive academic years, 90% of students will perform at proficient or above on the ISAT. Those students not reading at grade level or computing grade level math will be identified for Response to Intervention (RTI) determination and may receive intervention as outlined in the Compass Public Charter Section III (E), page19~~. Additionally, Compass will be held accountable to the following Measurable Student Educational Standards (MSES) related to the school's specific mission and educational program:

1. At least 75% of 4th through 12th grade students will have an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.

2. At least 75% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey

3. At least 60% of graduating seniors will have completed 17 or more concurrent college credits.

4. At least 70% of graduating seniors enroll in a post secondary program within five months of graduation.

Method of Measuring Student Progress

Compass Public Charter School will measure student progress towards the established Measurable Student Educational Standards (MSES) as follows:

1. 4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 1 through 11 about the school's learning environment will be averaged and used to measure this goal.

2. 4th-12th grade students' will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be averaged and used to measure this goal.

3. Compass will track the number of concurrent college credits completed by each student during their high school years; these results will be used to measure this goal.

4. Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post secondary program" will include those who enroll in a university, college, or career-technical program.

Reporting MSES and Standardized Testing Results

Annual reports will be made to the PCSC providing data to demonstrate the school's performance on the established Measurable Student Educational Standards (MSES).

Non-student specific state standardized testing and MSES results will be made available to parents and other stakeholders on the school's 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 once a year.

Comprehensive Assessment Program

Compass Public Charter School students will participate in the same standardized tests as other Idaho public school students. The school will identify a testing coordinator to assure strong testing participation through communication to parents and development of a testing schedule that includes retakes to account for student absences.

Compass Public Charter School will use the State approved Comprehensive Assessment Program as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive of and aligned to the Idaho ~~State Achievement~~ Core Standards it is intended to assess. In addition, Compass Public Charter School will use other assessment mechanisms to measure student progress, achievement, and proficiency. Such mechanisms will include, but not be limited to, assessments for social studies, science, health and humanities, and will be developed to meet state rules by a qualified School Administrator and teaching team.

Scoring and Report Formats

In accordance with the Rules Governing Thoroughness, standardized test scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building summary, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

Methods of Assessment

~~Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks and scoring rubrics are used to outline performance expectations. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. Gathering baseline data and offering periodic benchmark assessments is one way to evaluate student growth. Self-assessment is also used. As active participants in assessment of their own work, learners are encouraged to develop an intra-personal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a 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.~~

~~Performance will be assessed on at least three levels:~~

~~1. Student progress relative to previous performance will be assessed through work sample portfolios, written reports, individual and group projects, and/or via computer learning packages.~~
~~2. The students will be assessed on their attitudes and personal/academic habits through teacher evaluations of projects as well as parental input.~~
~~3. Performance will be assessed according to state developed standards.~~

Compass will utilize a comprehensive assessment system that includes both formative and summarize assessments aligned to student learning targets. Formative assessments are assessments for learning while summative assessments are assessments of learning.

Formative assessment practices are used by teachers throughout instruction to diagnose student needs, plan next steps in instruction, provide students targeted practice, and offer effective feedback. Students use assessment information to offer each other effective feedback, to self-assess, and to set goals for improvement. They can also use the formative assessment information to track, reflect on, and share their progress.

Summative assessments are used by teachers after learning has taken place to determine the level of student achievement at a given point in time in order to determine a student's report card grade from chapter and unit tests, final exams and term projects, for example. Statewide achievement tests and district benchmark assessments are another form of summative assessment utilized by teachers and administrators to evaluate overall success of instruction. Furthermore, the State Department of Education utilizes the statewide achievement test to evaluate the achievement level and success of instruction of specific schools and districts.

Tracking of Students' Progress toward Mastery of State Standards Over Time

~~K-8 students are tested weekly in the following areas: Concept tests, Mad Minutes for math, reading comprehension. A Words-per-minute test is given in grades 1st - 3rd monthly to~~

~~determine reading grade level. Results from the ISAT and IRI are also used to track a student's progress toward mastery of state standards over time.~~
Compass will establish a philosophy of assessment that includes diagnostic, formative and summative assessments. Diagnostics gauge student mastery of prerequisite knowledge and skills and prior knowledge of content at the beginning of learning. Diagnostic assessments are not only utilized to differentiate, they are also used to determine levels of support such as Response to Intervention (RTI). Formative evaluations check student progress during the course of a lesson and unit of study and inform the adjustment of instructional decisions. Summative assessments, are the tests, the examinations, the final projects – the ways in which a teacher formally measures students' understanding of learning goals at the end of each unit or at the end of the year. These are the tools that provide teachers with data on the sum of student knowledge and serve as an important source for official progress reports and grades for children, parents and school officials.

Mastery Level

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

- Meet the ~~statewide performance standards developed by the Idaho Department of Education~~ State approved learning standards including but not limited to: Language Arts, Mathematics, Science, and Social Studies. ~~and Physical Education.~~ Students of CPCS will be tested with the same standardized tests as other Idaho public school students. CPCS will meet, at a minimum, the Idaho State Board of Education graduation requirements. ~~adopt the same requirements as the state for graduation. Students may be proficient by the 10th grade to graduate.~~

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

Accreditation: Ref. Idaho Code 33-5205 (3) (e)

Compass Public Charter School will be accredited through the ~~Northwest Association of Accredited Schools (NAAS)~~ AdvancED for the purpose of adding high school and offering college/high school concurrent credits.

TAB 5

Governance

Corporation History

The Articles of Incorporation for Compass Public Charter School, Inc. were filed with the Secretary of the State of Idaho May 30, 2003. The SS-4, Application for Employer Identification Number, was submitted June 19, 2003. The 501(c)(3) will be completed upon approval of the charter.

Corporate Principals

The Corporate Principals of Compass Public Charter School Inc., as listed in the Articles of Incorporation, is as follows:

Susan M. Luke	Formerly Certified Elementary Teacher, BS in Elementary Education – Brigham Young University
Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Brooke J. Cohen	Co-owner of internet business, AS Office Education - Ricks College

Susan, Chris and Brooke are parents who are interested in providing the best educational opportunities for their children. ~~and they have identified the Harbor Method as the best way to do that.~~ Because of the long waiting lists established at ~~the existing Harbor~~ other charter schools across the Treasure Valley, the Compass Corporate Principals were willing to organize another ~~Harbor School~~ charter school to benefit school-age children south of Interstate 84 within Joint School District No. 2.

All three Corporate Principals have experience managing small businesses. ~~With the assistance of the Harbor Educational Institute, the administrator and staff of Liberty Charter School in Nampa, and the Idaho Charter Commission to oversee charter operations, the~~ The Corporate Principals are confident that a successful school will be formed and managed properly and according to all laws and regulations regarding public schools. The Principals will also adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

Governing Body

The original Governing Body consisted of the following:

Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Teri Dison	Owner of small business, ABSS Transcription and Office Support Services - Information Systems, University of Phoenix

Bridget Barrus	Public Relations – Political Science, Boise State University
Becky Preece	Customer Service Office Manager for Scentsy, Inc. based in Meridian, ID
Eric Jensen	N.W. Rep for Scalamdre, Inc based in Seattle, Washington, Interior Design- Ricks College

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

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201) The Governing Body will adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

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

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

Parental Involvement: Ref. Idaho Code 33-5205 (3) (f)

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. CPCS 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 (PFA). Members of that committee will be elected annually by parents of student enrolled in the school according to policy to be set by the Board. The Parent Committee shall be authorized by the Board to make recommendations regarding any aspect of the school.

Financial Audits ~~and Programmatic Audits~~:

CPCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted not later than October 15.

~~CPCS will also conduct a programmatic audit each year. The audit will be conducted as required by section 33-5205(3)(i), Idaho Code, and the conclusions will be reported to the Commission with suggestions for policy and program changes intended to improve the educational services provided to the students.~~

~~The programmatic audit report shall also be included in an annual report to the authorized chartering entity and submitted not later than October 15.~~

TAB 6

Employee Qualifications

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

- All individuals to be employed by Compass Public Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.

- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the state. ~~No Child Left Behind Act~~.

- Compass Public 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 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 and subject to Board approval. Student/Teachers rations established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

- An experienced Business Manager will be hired to be responsible for payroll, data entry, and records management.

Health and Safety: Idaho Code 33- Ref 5205 (3) (h)

The school keeps on record certification that the facilities used meet all requirements for health, safety, fire. The school conducts regular inspections of the facilities by authorized

inspectors for the aforementioned compliance as required by local and state laws and rules. Any certifications or reports resulting from the inspections shall be provided to the authorized chartering entity within 10 days of receipt.

The school has established discipline policies designed to ensure the safety and wellbeing of staff and students that include but aren't limited to a zero tolerance policy for weapons, drugs, alcohol and violence (further detail in section 14).

Discipline, Suspension, Expulsion and Re-enrollment: Ref. Idaho Code 33-5205 (3) (k)

Compass Public Charter School has established discipline policies and procedures. The complete discipline policy is maintained in the CPSC Policy Manual and kept in the school's main office. An abbreviated version of the discipline policy is outlined in a Student Handbook that students and parents are required to sign acknowledging their awareness of discipline policies.
The core discipline procedure and policy follows the Love & Logic® philosophy of discipline: Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for students learning from their mistakes increase dramatically when students see a reasonable connection between their behavior and the resulting consequences.
Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.
Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.
The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural and logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.

6. Students are encouraged to request a "due process" hearing whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

~~BEHAVIOR CORRECTION~~
~~Corrective actions usually proceed as follows:~~
~~1. Classroom Intervention~~
~~2. Recovery – self-correct~~
~~3. Detention (lunch)~~
~~4. Disciplinary Action Report (DAR)~~
~~5. Suspension~~
~~6. Expulsion~~

~~To ensure uninterrupted learning, Compass Public Charter School maintains a policy of detentions and DAR's with parental notification.~~ The school's goal is to work closely with parents to uphold standards of courtesy, respect and kind behavior. Compass Staff will apply corrective actions consistently. Consistency means that when there is a problem, it will be addressed; and that when there is misbehavior, it will be addressed. Consistency does not mean that everyone will react in the same way.

Safety and security rules include:
All rules related to safety and security is in effect at all times. Compass Public Charter School's philosophy ~~"is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place."~~ "is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations."

- Fighting - Fighting is diametrically opposed to ~~"low threat".~~ physical and emotional security. A fight is described as follows: Pushing, shoving, kicking, pulling, or physically connecting in an aggressive manner with another student. Parents will be notified by the school administrator or designee of the fight (battery), proper authorities may also be contacted.
- Illegal/Inappropriate Possessions - Any introduction of a weapon, an illegal drug, tobacco, alcohol or sexually explicit material will be treated as grounds for immediate expulsion. Any use of the same either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

Suspensions and expulsions will comply with Idaho Code 33-512. The Administrator or his/her designee may suspend a student for violation of school policy. The CPCS Board must approve any expulsion. Students, parents or staff members may appeal the decision of the administrator

to the Board. Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to be reenrolled, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct or other serious disciplinary problems. All other students wanting to be reenrolled are free to do so by reapplying through the lottery.

Benefits: Ref. Idaho Code 33-5205 (3) (l)

All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Compass Public Charter School will make all employer contributions as required by PERSI, and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. CPCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board may establish other benefits.

Recruiting:

Recruiting of teachers will be primarily through newspaper advertisements. Compass Public Charter School will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. Interviews will be conducted by the Administrator.

Employee Transfer Rights: Ref. Idaho Code 33-5205 (3) (n):

The transfer rights of an employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school authorized by the Commission, instead of a school district, are not clear.

Collective Bargaining: Ref. Idaho Code 33-5205 (3) (o):

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

Resolution of Disputes: Ref. Idaho Code 33-5205 (3) (p):

It is the responsibility of the board of directors of Compass Public Charter School to maintain communications with the Commission regarding any changes, problems, or difficulties in the operations of the school.

The public Charter School Commission and Compass Public Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Commission for notice of defect and submission of a corrective action plan.

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

TAB 7

Admission Procedures: Ref. Idaho Code 33-5205 (3) (i)

CPCS 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 may choose to charge student fees as allowed by state law.

Enrollment Deadline:

Compass Public Charter School will establish an enrollment deadline each year, by which date all requests for admission to attend Compass for the next school year must be received.

Requests for Admission:

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

Admissions Procedures:

Compass Public Charter School will establish admission preference as authorized by Section 33-5205(3)(i), Idaho Code, for students returning to Compass, for children of founders, and for siblings of students already selected to attend Compass.

Priority of Preferences for Initial Enrollment:

Admission preferences for initial enrollment of students for Compass Public Charter School will have the following selection hierarchy:

1. First, children of charter school founders (Corporate Principals, Governing Body, and Chairpersons of the organizing committees) not to exceed ten percent (10%) of student seats

2. Second, siblings of students already selected by the lottery or other random method

3. Third, applicants residing in the primary attendance area of CPCS

4. Fourth, all others as chosen through an equitable selection process such as by lottery or other random method.

~~The primary attendance area for Compass Public Charter shall the total boundary used by the Joint School District No. 2 for Lake Hazel Middle School, Meridian Middle School, and Sawtooth Middle School as of October 13, 2004. (See Attachment H)~~ The Compass Public Charter School boundaries are aligned to those of Meridian Joint School District No. 2. All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

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

Priority Preferences for Subsequent Enrollment Periods

Compass Public Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

1. First, to pupils returning to Compass in the second or any subsequent year of operation.

2. Second, to children of charter school founders (Original Corporate Principals, Governing Body, and Chairpersons of the original organizing committees) and children of full time employees for Compass Public Charter School, not to exceed ten percent (10%) of student seats.

3. Third, to siblings of pupils already enrolled in Compass Public Charter School.

4. Fourth, to prospective students residing in the attendance area of Compass Public Charter School.

5. Fifth, by an equitable selection process, such as by lottery or other random method.

Proposed Attendance list:

Each year Compass Public Charter School will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which Compass will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

Equitable Selection Process:

If the initial capacity of Compass 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 Compass will determine who will be offered admission to Compass by conducting a fair and equitable selection process. The selection process will be conducted as follows:

1. The name of each prospective student on the proposed attendance list will be individually affixed on a 3”x 5” index card. The index cards will be separated by grade. The selection process will be conducted one grade level at a time, with the order for each grade level selected randomly. The index card containing the names of the prospective students for the grade level being selected will be placed into a single container.

2. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container, and such person will 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.

3. If the name of the person selected is a returning student, then the letter “A” will be written on such index card. If the name of the person selected is the child of a founder or a full time CPCS employee, the letter “B” will 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 Compass, then the letter “C” will be written on such index card. If the name of the person resides in the attendance area of Compass, then the letter “D” will be written on such index card.

4. 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" will now be written on that person's index card at this time.

5. With regard to the founder's preference, a running tally will 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 Compass Public Charter School for the year at issue, then no additional index cards will be marked with the letter "B", even if such person selected would otherwise be eligible for founder's preference.

6. 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 containing no letters, based on the chronological order of the selection number written on each index card.

7. After the index cards have been sorted for each grade level, the names will be transferred by grade level, and in such order as preferences apply, to the final selection list.

Final Selection List:

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

Notification and Acceptance Process:

1. Within seven days after conducting the selection process, Compass Public Charter School will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Compass Public Charter School. The offer letter must be

signed by the student's parent or guardian, and returned to Compass by the date designated in the offer letter from Compass.

2. Within seven days after conducting the selection process, Compass Public 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 Compass 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.

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 Compass Public 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 Compass Public 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 CPCS 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.

~~Class Size~~ Maximum Enrollment

~~Although our total population will be small as compared to traditional public schools, 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. CPCS's total enrollment for K-12 will not exceed 600 students. Kindergarten through 3rd grade will have 48 students per grade with two classes of each. 4th through 8th grade will have 56 students per grade with two classes of each and 9th-~~

~~12th will have 35 students per grade. Class sizes may vary due to academic retention and/or enrollment retention from 8th to 9th grade. Due to State budget cuts and the Student's Come First plan to reduce discretionary funding in order to fund ear marked programs, CPCS will double each grade (two classes per grade) K-8 starting in the fall of 2011.~~
The maximum number of students who may be enrolled in the school shall be 600 students. The Compass board of directors will establish grade-based enrollment caps annually in advance of the school's application deadline. For purposes of the enrollment lottery, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's lottery application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

Student Handbook

An annually updated student handbook will be made available both in hard copy and on the school website. The handbook will include general school information, a summary of discipline policies, attendance policies, dress code, etc.

Policy of Internet Safety

CPCS ~~shall~~ has adopted 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.

TAB 8

Marketing Plan

Prospective students of Compass Public Charter School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be ~~the total boundary used by~~ aligned to the boundaries of Meridian Joint School District No. 2. ~~for Lake Hazel Middle School, Meridian Middle School, and Sawtooth Middle School as of October 13, 2004. (See Attachment H).~~

Compass Public Charter School plans to begin with an initial student body of 236 students in kindergarten through seventh grade. Eighth grade will be added the second year.

Advertising and Promotion Plan: Ref. Idaho Code 33-5205 (3) (s)

According to Idaho Code, all advertising and promotion processes for CPCS will include the dissemination of enrollment information, printed in both English and Spanish, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, CPCS 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; CPCS 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 Compass Public Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area using flyers upon administrative approval.
- Compass Public Charter School website that will introduce the ~~Harbor Method~~ Compass Model, and other information about the school.
- Brochures promoting the curriculum and methods used at Compass Public Charter School.
- Public informational meetings about Compass Public Charter School held in accordance with Idaho Statute §67-23.
- Tours of the school ~~we are modeled after (Liberty Public Charter School)~~ arranged for all interested persons.

- ~~The Harbor Method video made available.~~
- Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

~~The costs for implementing this plan will be approximately $3,000.~~

Transportation

CPCS has contracted with Brown Bus to provide transportation services within the primary attendance area as finances allow. Transportation services provided by CPCS will comply with applicable statutes that require transportation services, including Idaho Code 33-1006, 33-1501 to 1514, 33-5208, and 67-2806.

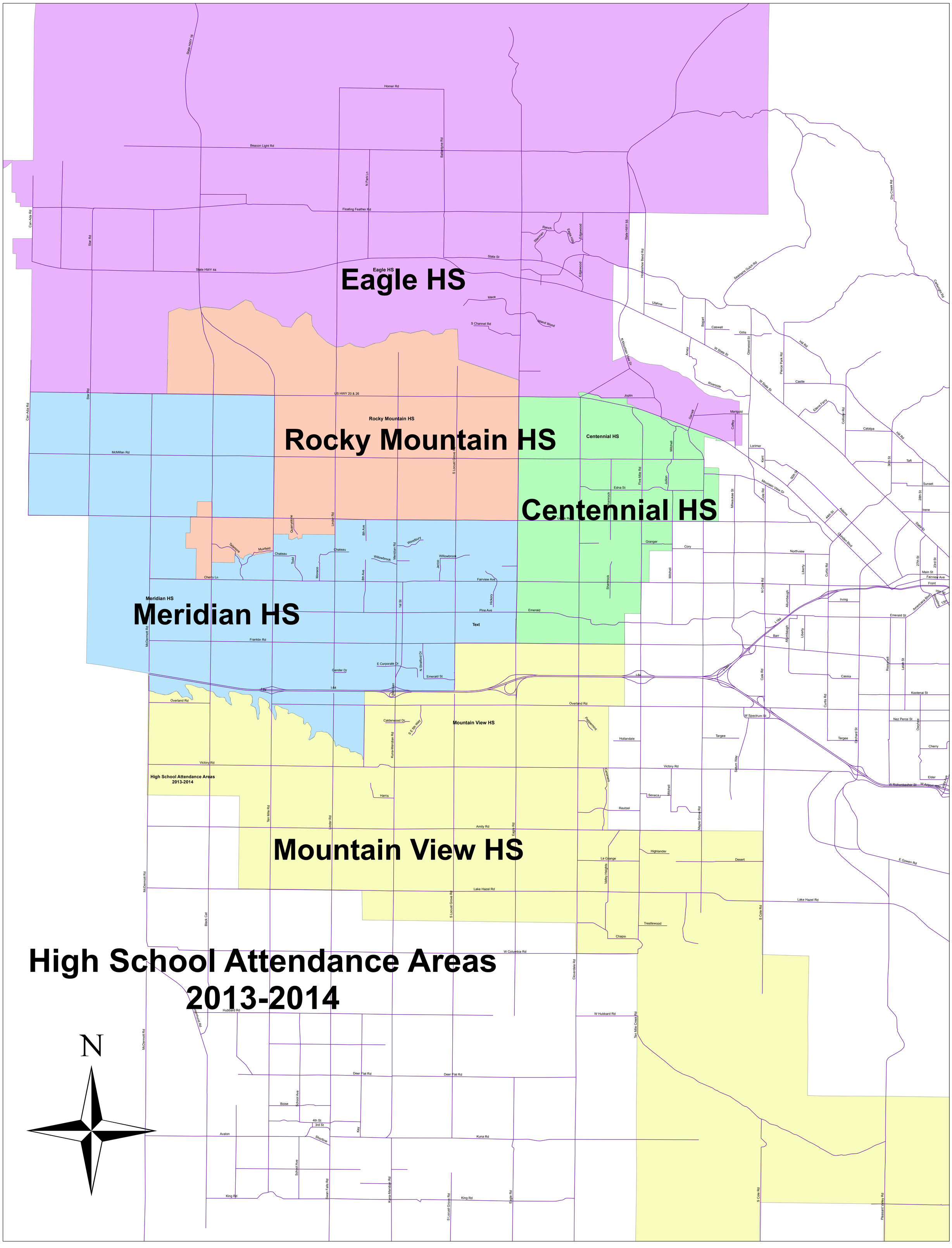
Child Nutrition

The school nutrition program will operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of Idaho. The school will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

The ~~CPCS board will approve~~ school will follow State 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 shall be consistent with guidance from the State Department of Education.

Student Records

The school shall adopt policies to address the safekeeping of student records and will comply with Family Educational Rights and Privacy Act (FERPA).


Eagle HS
Rocky Mountain HS
Centennial HS
Meridian HS
Mountain View HS
High School Attendance Areas
2013-2014
N

SUBJECT

Another Choice Virtual School Proposed Charter Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Another Choice Virtual School (ACVS) is a virtual public charter school approved by the Public Charter School Commission (PCSC) and located in Nampa. ACVS has served students throughout Idaho Education District 3 (Treasure Valley) since 2010, with a particular focus on meeting special education needs. ACVS currently enrolls approximately 320 students.

DISCUSSION

ACVS will present proposed amendments to the school's charter.

The proposed amendments would increase ACVS's enrollment caps and growth rate for the next three years. The ACVS charter currently includes a growth table in Tab 8 that shows an enrollment cap of 324 for 2014-2015 school year (their fifth year of operation)

ACVS is proposing an amendment in Tab 7 to add a three-year growth plan that includes total enrollment caps of 380 students for 2014-2015, 437 students for 2015-2016, and 504 students for 2016-2017. The proposed amendments would also remove grade-based caps, allowing ACVS to have flexible enrollment within their elementary and secondary grades. ACVS has proposed this change based on their frequently fluctuating virtual student population.

The proposed amendments in Tab 2 and Tab 8 are designed to remove enrollment information in order to isolate the enrollment capacity language to Tab 7 and prevent conflicting language within the charter.

IMPACT

If the PCSC approves the proposed amendments, ACVS will immediately begin operating under the amended performance certificate. If the PCSC denies the amendments, ACVS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

As part of the performance certificate development process, the PCSC approved a general standard that schools whose accountability designation falls below "good standing" will not be eligible for expansion.

ACVS does not yet have a performance certificate or formal accountability designation. However, if the school were to be evaluated with the Performance Framework using 2012-2013 school year data, it is unlikely that ACVS would earn "good standing" status. ACVS received a 1 Star Rating for 2011-2012 and a 2 Star Rating for 2012-2013. Though ACVS demonstrated improvements in both student proficiency and growth rates from 2012 to 2013, data demonstrates that the school's academic performance remains fairly low, particularly in math and language arts.

Staff recommends that the PCSC consider whether it wishes to approve ACVS's proposed amendments in light of the school's academic outcomes to date.

COMMISSION ACTION

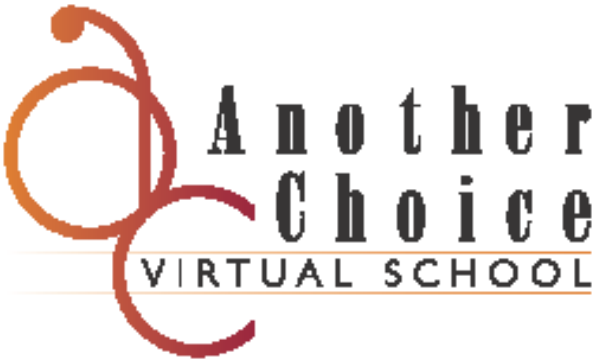
A motion to approve the proposed charter amendments as submitted by Another Choice Virtual School.

OR

A motion to deny the proposed charter amendments as submitted by Another Choice Virtual School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

February 13, 2014



1014 W. Hemingway Blvd.
Nampa, ID 83651

Office Phone: 208-475-4255
Fax: 208-475-4274
http://www.anotherchoicecharter.org

Dear Idaho Public Charter School Commission;

Another Choice Virtual Charter School is pleased to present the proposed amendments to three sections of our Charter. Attached you will find amendments to Tab Two, page 14, that deletes wording that could lead to confusion concerning enrollment, additionally Tab Seven and Tab Eight are also attached requesting an increase to the enrollment cap.

When considering our request for an increase in our cap it would help you to understand the growth that we have experienced in the four years of operation. When our school ended the first year of operation our closing total enrollment was 167 students. In our second year of operation we completed the year with 272 students. The growth between the first and second year was approximately a 60% overall increase in our student population. In our third year of operation we completed the year with us reaching our enrollment cap and ending the year with 315 students, which reflected an annual growth rate of 16%. In this amendment we are proposing a conservative growth rate of 15% annually over the next three years, which would allow our school to better meet the needs of our students and community. We currently have a waiting list of over 45 individuals.

The reasons for the requested increase to our cap are two fold. First, with increased student numbers would come increased revenue, which would allow us to hire more teachers and necessary support staff. This of course, would relate to providing more program options and support to our students, which is our highest priority. Additionally, the increase in the cap of our students would allow us to decrease our waiting list. A waiting list is often viewed as a compliment to a school. However, we have found that often, students do not attend school while they are on our waiting list. This is something we heavily discourage; yet it is a reoccurring issue. We would like to be able to reach more students with less delay.

The Board and Administration of Another Choice Virtual Charter School greatly appreciates your consideration in approving this amendment.

Sincerely,

The Board and Administrative Staff of Another Choice Virtual Charter School

Another Choice Virtual Charter School

Petition for a Charter for School Year Starting 2010-2011

Submitted to the Idaho Department of Education
on July 11, 2008

Submitted to the Idaho Public Charter School Commission
August 2008

Amendment Submitted to the Idaho Public Charter School Commission
February 2014

Attendance Area: Statewide

Physical Location: Nampa, Idaho

Another Choice Virtual Charter School
~~958 Corporate Lane~~ 1014 W. Hemingway Blvd.
Nampa, Idaho 83651
Contact Person:
~~Jeri Hyslop or~~ Laura Sandidge or Kelsey Williams
Phone: ~~467-7524~~ 475-4255
FAX: ~~467-7526~~ 475-4274

Tab 2

Proposed Operations and Potential Effects

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 Another Choice Virtual School's, ACVS's, Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the ACVS Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy. ACVS 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 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. ACVS 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.

Another Choice Virtual Charter School does not deny parents the right to complain directly and immediately to the State Department of Education regarding a special education concern.

I. Proposed Operation

A. Organization

Another Choice Virtual Charter School Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act meeting Section 501(c)(3) of the

Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Corporation was organized to support Another Choice Virtual Charter School. The Articles of Incorporation for Another Choice Virtual Charter School, Inc. were originally filed with the Secretary of the State of Idaho on October 14, 2008 and were fully approved on November 5, 2008. The Employer Identification Number is 26-3533892. An organizing group of founders have written the initial petition for the Charter for ACVS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the ACVS 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 ACVS to the ACVS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS. This group will remain as advisors to the Board for three years.

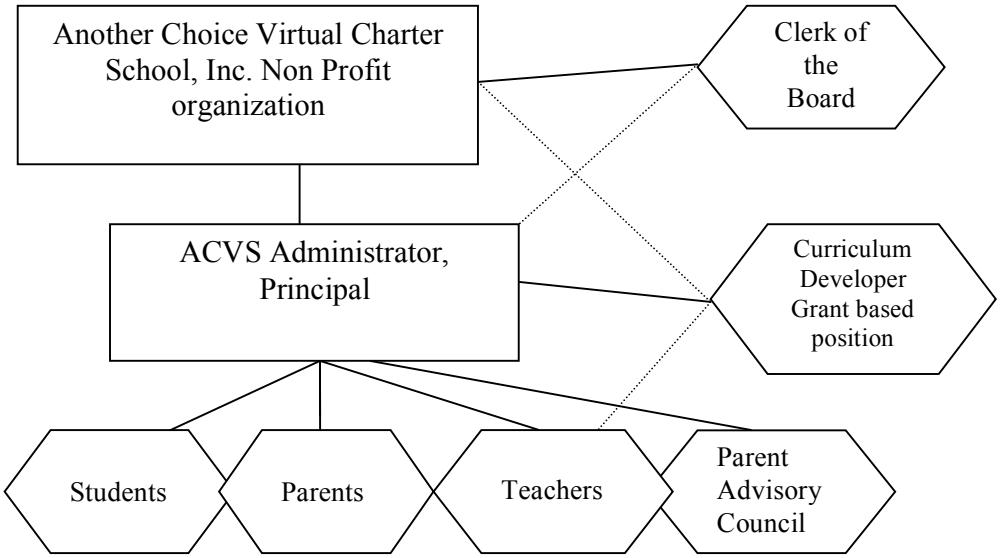
The ACVS Board, as a Board, has the full power and duty to manage and oversee the operation of the Corporation's ACVS business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to ACVS Board by the State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

Upon approval, members of the Board are deemed public agents to control ACVS. The Board has all the power and duties afforded to a board of directors. ACVS 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.

ACVS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act,* as outlined in Another Choice Virtual Charter School

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 ACVS Board, hereafter known as the Board, will have the full power and duty to manage and oversee the operation of the Corporation's ACVS 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-Advisory Council (PAC) of ACVS may provide consultation to the Principal/Designee regarding ongoing plans for the school. (Hereafter, the term "parent" will be used to represent parents, legal guardians, or other persons legally responsible for the rights of ACVS students.)
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 the ACVS community.

6. 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 all teachers.
7. The Principal supervises, directly or indirectly, all employees of ACVS, with the exception of the Clerk of the Board.
8. The administrative staff's primary functions will be management of ACVS 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. ACVS'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.

Primary Attendance Area

Another Choice Virtual Charter School (ACVS) plans to open in the fall of 2010 with grades kindergarten through senior high. Residents of Idaho Education District Three, known as the Treasure Valley, will be the primary attendance area during the first year of operation. Ultimately, the State of Idaho will be the primary attendance area.

School Size

ACVS will begin relatively small with a maximum cap of approximately 230 students, for the first year. ~~Since ACVS will be a virtual school we believe that students will be able to benefit from a small school feeling by nature of the virtual setting. It is expected that our actual ultimate attendance will average at 325 annually. In the future, when ACVS is statewide, a student cap will be considered annually.~~

II. Facilities

"Virtual school" 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 across more than one primary attendance area. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. ACVS will meet this definition of a virtual school as set forth in Idaho Code § 33-5205. Tab 9 of this charter will provide further information specific to virtual schools as set forth in Idaho Code § 33-5205. In spite of ACVS being a virtual school, the Board recognizes the importance the physical plant plays in enhancing the instructional program on occasion. The goal of ACVS is to provide a facility when needed in a convenient location that will both ensure the safety and enhance the education of our students, more than one site may be necessary in order to fully address the student population as the school grows. 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 ACVS, or its affiliated partner locations. ACVS's Board has finished negotiations with a local organization that will provide a physical location when and if needed. We have three Letters of Intent to utilize existing buildings and/or other facilities sufficient for our needs (See Appendix Two). We look forward to a long and innovative relationship with our community partners.

Currently, ACVS will have their offices at 958 Corporate Lane, Nampa, Idaho. This is a secured location with a written contract documented in Appendix Six. This location provides minimal office space and a small computer lab location. Our goal will be to move into a new building which would hold offices, a large computer lab, and a library for our students. These offices would be on the corner of Middleton and Roosevelt Avenues in Nampa. ACVS has a community partner that is interested in leasing to us. They have purchased that property and have secured building permits as well as blue prints for the building.

A. Operation and Maintenance of Charter School Facilities

ACVS seeks to maintain and operate facilities in a safe and healthful condition. The operation of ACVS'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 ACVS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. If necessary 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 begins during the last week of August and dismissal will occur 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 Idaho Code § 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 through 3	810
4 through 8	900
9 through 12	990

5. *PIR Days* - Not more than twenty-two (22) hours may be utilized for in-service teacher activities. ACVS is considering school wide in-service and/or teacher collaboration time on Friday afternoons from 1:00 to 3:00 p.m. for the purpose of ensuring our teachers are fully trained to meet the goals and objectives of ACVS and consequently our student population.

6. *Records Management* - The Clerk of the Board 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 ACVS 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 ACVS 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. If applicable, before any contract is awarded to any person, such person will furnish to ACVS 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 ACVS; 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

ACVS 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 ACVS 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 ACVS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and ACVS 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 ACVS, except as may be provided in the Charter. ACVS 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.

V. Potential Affects

The opening of ACVS will have minimal adverse affects on our community. ACVS will be a small school. Therefore, it is not expected to take a significant number of students

away from other public schools within our community. Additionally, not all students would benefit from our model.

The opening of ACVS has the potential to affect the community in a positive way. ACVS can serve as a model of service delivery for other public schools, both virtual and bricks and mortar. Additionally, students with special needs are under served in the charter school community. We feel we will be a viable choice for many families and charter schools. We intend to work in a collaborative manner with other charter and non charter schools.

TAB 7: ADMISSION PROCEDURES

Admission Procedures

I. Admission Procedures

ACVS 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.

~~In year one a total student cap will be as follows:~~
~~There will be a cap of no more than 16 Kindergarten students.~~
~~There will be a cap of no more than 134 students in grades 1 through 8.~~
~~There will be a cap of no more than 80 students in grades 9 through 12.~~

~~In year two a total student cap will be as follows:~~
~~There will be a cap of no more than 20 Kindergarten students.~~
~~There will be a cap of no more than 200 students in grades 1 through 8.~~
~~There will be a cap of no more than 80 students in grades 9 through 12.~~

In the 2014.15 school year there will be a cap as follows:
Elementary grades K – 6 will have a cap of no more than 115 students.
Secondary grades 7 – 12 will have a cap of no more than 265 students.
This is a total cap of 380 students for the 2014.15 school year.

In the 2015.16 School year there will be a cap as follows:
Elementary grades K – 6 will have a cap of no more than 133 students.
Secondary grades 7 – 12 will have a cap of no more than 305 students.
This is a total cap of 437 students for the 2015.16 school year.

In the 2016.17 School year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 153 students.
Secondary grades 7 – 12 will have a cap of no more than 351 students.
This is a total cap of 504 students for the 2016.17 school year.

A. Enrollment Deadline

ACVS has established an enrollment deadline of the first Friday of every April by which date all requests for admission to attend ACVS 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. Enrollment deadline dates will be advertised each year. The board through the appropriate channels may determine a change in the enrollment deadline. However, that date would need to be advertised as appropriate.

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 ACVS. A single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, ACVS on or before the enrollment deadline. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment, address, and telephone number of each prospective family.

C. Admissions Preference

If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to 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; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method.

1. Founders

Founders will be defined as those persons:

a. involved in the initial writing of the petition for the Charter of ACVS, by:

i. researching start-up facilities sites

ii. budget planning

iii. writing pre-operation policies and definitions

b. Those individuals who have made a significant contribution to the development and pre-operation establishment of ACVS as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for ACVS 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 ACVS will be statewide. During the first year of operation the primary attendance area will be Educational Region 3 which includes the Treasure Valley.

3. Re-enrollment

Once enrolled, 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

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to 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; third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method.

F. Proposed Attendance List

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

G. Provision for Over Enrollment: Equitable Selection Process

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to 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; third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method.

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 ACVS in that grade, and will be offered admission to ACVS 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, ACVS 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 ACVS. The offer letter must be signed by the student's parent, and returned to ACVS no later than 15 calendar days from the date of the acceptance letter.

b. Within seven days after conducting the selection process, ACVS 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 during that school year 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 within 15 calendar days of the acceptance 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 selection list.

d. If a student withdraws from ACVS 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 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.

I. Amendments

ACVS has the right to amend these admission procedures as needed with the approval of the Authorizing 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

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students ACVS's expectations of students. At that time, the material contained in the ACVS Student 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:

a. Student conference with the Teacher and/or Principal.
b. Email or phone call to parent
c. Loss of privileges
d. Student and parent conference with Teacher and/or Principal
e. Suspension from extracurricular activities
f. In-School Suspension (if applicable)
g. Out-of-school suspension (if applicable)

h. 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

While it is highly unlikely that in a virtual school suspension would be necessary, the Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process and IDEA specifications.

1. Temporary Suspension:

ACVS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of ACVS. 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 ACVS 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 ACVS 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

While it is highly unlikely that in a virtual school expulsion would be necessary, the Principal or Board may deny attendance at ACVS 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. IDEA regulations and due process will always be addressed. Any student having been expelled may be readmitted to ACVS 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:

- State the grounds for the proposed expulsion;
- Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
- 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. ACVS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

III. Alcohol, Tobacco, Drug Policy

ACVS 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 Student Handbook Appendix Three).

IV. Attendance Alternatives

Because ACVS 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 ACVS will have the option to enroll in existing public schools presently serving the area. No student will be required to attend ACVS.

V. Public Notification of Enrollment Opportunities

In accordance with Idaho Code, all advertising and promotion processes for ACVS 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 ACVS each year, to be posted in highly visible and prominent locations within the area of attendance of ACVS. In addition, ACVS 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 ACVS area(s) of attendance. ACVS

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 ACVS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

VI. Denial of School Attendance

ACVS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to ACVS'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 ACVS'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 ACVS. 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 the charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of ACVS, 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 ACVS website. All new students will receive a copy of the student handbook upon enrollment.

VIII. School-Provided Access to Electronic Information, Services, and Networks

A. General

Internet access and interconnected computer systems are available to ACVS's students and faculty. Electronic networks, including the Internet, are a part of ACVS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. In order for ACVS 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 ACVS'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 ACVS's electronic networks will be consistent with the curriculum adopted by ACVS, 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, if applicable, library media center materials. Staff members may, consistent with ACVS's educational goals, use the Internet throughout the curriculum. ACVS's electronic network is part of the curriculum and is not a public forum for general use.

IX. Internet Safety

If applicable, each ACVS 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.

ACVS 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]).

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:

- Educating students to be "Net-smart;"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- 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

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 ACVS's computer system and/or Internet Service (see Student Handbook in Appendix Three).

E. Warranties/Indemnification

ACVS 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. ACVS 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. ACVS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to ACVS and will indemnify and hold ACVS, 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 ACVS 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

Given that IDEA must be adhered to, 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

Business Plan

I. Business Plan

A. Description

An organizing group of founders have written the initial petition for a Charter for Another Choice Virtual Charter School and have recruited and appointed an initial Board of Directors with specific areas of expertise. The Board of Directors is to establish and set forth school policies and rules. 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 ACVS Charter School to the ACVS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS Charter.

B. Marketing Plan

ACVS will be aggressive in marketing prior to the school opening. Advertisements will be on the web, in local newspapers, radio stations, and with other community partners. ACVS will develop a web site. As per Idaho Code, all advertising and promotion processes for ACVS 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, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements on local radio channels and media outlets that broadcast within, and/or disseminate printed publications within, the attendance area of the public charter school. Marketing will be offered no less than on three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year will be presented. 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 ACVS 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. ACVS website (available after charter approval) that will introduce information about the school.
3. Brochures promoting the curriculum and methods used at ACVS.
4. Public informational meetings about ACVS held in accordance with Idaho Statute §67-23.
5. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

C. Management Plan

1. Operations

ACVS will be organized as outlined in detail under Tab 2, and will generally follow the organizational structure of a multi-grade virtual classroom environment. A virtual environment offers a unique opportunity for the traditional student classroom. Enrollment shortages in one grade would allow for the possibility of combined grades as deemed appropriate to achieve student learning goals. The Principal will determine the day-to-day operations of the school learning environment 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

ACVS will be organized to feel and act as a small school with learning clusters typically developed with one to two grade levels per classroom. The general education teacher will typically have a teaching load of 40 students. This may consist of two grade levels or if applicable one subject area. This will be determined based on the most appropriate way to meet the needs of the student population. ACVS plans to offer grades K-12 as the curriculum choices indicate. Teacher assignments will be made based on highly qualified guidelines and student enrollment.

In our initial school year we will have a total student cap of 230 students. We believe that students benefit from uniquely designed learning that can be self-paced; this philosophy can be optimized using the virtual format as well as the curriculum offerings that ACVS offers. Additionally, a Curriculum Coordinator will be employed as a grant funded position for minimally the first three years of operation in order to facilitate more course offerings. The virtual environment makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms with wide ranges of ability levels) 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, as well as students who have not benefited from other models of education delivery. Market research of approximately 150 parents of students conducted during the fall of 2007 and 2008, supports our belief that parents want educational options for their students, especially for parents of individuals with different learning styles.

~~4. *Estimate of School Population*~~

~~Year~~	~~Grades~~	~~K~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~	~~12~~	~~Total~~
~~Year One*~~	~~K-16~~	~~23~~	~~25~~	~~25~~	~~25~~	~~25~~	~~25~~	~~11~~	~~11~~	~~11~~	~~11~~	~~11~~	~~11~~	~~230~~
~~Year Two~~	~~K-20~~	~~24~~	~~24~~	~~27~~	~~28~~	~~28~~	~~29~~	~~20~~	~~20~~	~~20~~	~~20~~	~~20~~	~~20~~	~~300~~
~~Year Three~~	~~K-20~~	~~24~~	~~20~~	~~20~~	~~25~~	~~25~~	~~30~~	~~30~~	~~30~~	~~30~~	~~20~~	~~20~~	~~20~~	~~319~~
~~Year Four~~	~~K-25~~	~~24~~	~~20~~	~~20~~	~~25~~	~~25~~	~~30~~	~~30~~	~~30~~	~~30~~	~~20~~	~~20~~	~~20~~	~~319~~
~~Year Five~~	~~K-25~~	~~24~~	~~20~~	~~25~~	~~25~~	~~25~~	~~30~~	~~30~~	~~30~~	~~30~~	~~20~~	~~20~~	~~20~~	~~324~~

D. Resumes of Directors

The Board was specifically selected for their expertise in a variety of areas. Appendix Five has a full listing as well as the resumes of all board members.

E. Financial Plan

A school that uses a virtual environment has a broad range of initial and ongoing expenses. In order to achieve the educational goals of ACVS a combination of funding sources are required. Ongoing funding sources will include state allocation per student funding as well as private grants, business collaborations and donations. ACVS determined that a full time grant writer is a highly desired staff member. This position will be initiated minimally in the second year of operation. All these sources will work together for fiscal sustainability of ACVS. Initially ACVS will also be able to access two start-up grants that are offered within the state of Idaho. The allocations and the expected expenditures of these grants, and a very conservative state allocation per student funding allocation have determined the first three years of operation. A detailed listing of how these three funding sources will merge together to support and sustain ACVS, as well as a listing of budget assumptions has been detailed in the first five pages of Appendix Six.

~~ACVS will minimally retain three business relationships between the BlackBoard School Central Corporation, Pearson Digital Learning, and Computers for Kids. The actual contracts from those three major collaborators with specific financial information are provided in Appendix Six.~~

There will be other purchases that will be required in order to fully meet the goals of the charter. These minimal purchases are listed in Appendix Six. Line items for these materials are documented within the Annual Operating Expenses allocations.

F. Start-up Budget with Assumptions

The start-up budgets and assumptions listed within the first five pages of Appendix Six are determined off of minimal state allocation and grant allocations. ACVS anticipate additional revenue from a variety of sources. Two highly feasible sources of additional

income can be derived from outsourcing our curriculums. The ELLis Academic™ has potential to be an excellent resource for English as Second Language learners of all ages. This program could be used as a revenue maker for ACVS with other public schools and charters, as well as private individuals. The same could be said for the GED, ACT, and SAT test preparatory curriculum that is available to others through the NovaNet™ curriculum. ACVS anticipate that these curriculums could be used to generate income if needed or desired.

G. Three-Year Operating Budget Form

The three year operating budget form is listed in Appendix Six.

II. Transportation

A. Transportation Services

In a virtual school environment transportation will not be a primary issue. However, the goal of ACVS is to provide a significant amount of social interaction and vocational opportunities with students in order to facilitate social, emotional, and vocational goals. Therefore, in those situations ACVS may provide transportation services to students within our primary attendance area as needed and or requested and agreed upon by the Board.

ACVS, or its contracted designee, may transport any student when it serves to facilitate social, emotional, and/or vocational goals as deemed appropriate for the educational plan when the age, health, safety, and/or educational plan of the student warrants for them to attend. 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 location. ACVS 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 point of origin for the trip and will return to the designated point of

origin in the bus if applicable. There will be no stops along the designated route to pick up or discharge students without written permission that is signed and dated by the guardian. 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.

III. School Lunch Program

A. Student Nutrition

In a virtual school situation the school lunch may not be an issue. However, when the situation deems it appropriate, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be $0. However, no student will be denied acceptance into ACVS based on his/her inability to provide lunch. If necessary, ACVS may work with parents, the Idaho Food Bank, or on their own to provide food services. Meals provided will be subject to the guidelines of the local health district. When it is determined that there are sufficient funds, facility and resources, ACVS may begin offering hot food services and will follow the guidelines listed by the National School Lunch Program.

B. Free and Reduced Lunch

If ACVS develops a school-lunch program, 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

If applicable, ACVS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

If applicable, ACVS 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. Recess or break periods will be scheduled to follow lunch periods for all grades.
4. Access to water during mealtimes, in whatever manner is deemed appropriate.
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.

SUBJECT

Idaho Science and Technology Charter School Proposed Charter Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Idaho Science and Technology Charter School (ISTCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Idaho Falls since 2009. ISTCS serves approximately 225 students in grades 6-8.

DISCUSSION

ISTCS will present proposed amendments to the school's charter.

ISTCS has proposed amendments to Tab 2 and Tab 7 of the charter. The proposed amendment in Tab 2 is removes enrollment information in order to isolate the enrollment capacity language to Tab 7 and prevent conflicting language within the charter.

The proposed amendments in Tab 7 increase the school's overall enrollment cap from 300 to 320 students. The 6th grade enrollment cap will be increased from 100 to 120 students; the 7th and 8th grade caps will be maintained at 100 per grade. These changes are based on ISTCS's historical enrollment patterns in order to allow the school to be more prepared for student attrition between 6th and 7th grade. However, the proposed language gives the school flexibility to adjust the caps as needed if the returning student population for 7th or 8th grade exceeds 100. In these cases, the ISTCS board would establish adjusted grade-based caps no later than one (1) month before the school's lottery application deadline and would post them on the school's website within five (5) days of the board vote.

IMPACT

If the PCSC approves the proposed amendments, ISTCS will immediately begin operating under the amended charter. If the PCSC denies the amendments, ISTCS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

As part of the performance certificate development process, the PCSC approved a general standard that schools whose accountability designation falls below "good standing" will not be eligible for expansion.

ISTCS does not yet have a performance certificate or formal accountability designation. However, if the school were to be evaluated with the Performance Framework using 2012-2013 school year data, it is likely that ISTCS would earn either a “remediation” or “good standing” status. ISTCS received a 3 Star Rating for both 2011-2012 and 2012-2013.

Staff recommends that the PCSC approve ISTCS’s proposed amendments in light of the school’s academic outcomes in recent years.

COMMISSION ACTION

A motion to approve the proposed charter amendments as submitted by Idaho Science and Technology Charter School.

OR

A motion to deny the proposed charter amendments as submitted by Idaho Science and Technology Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL

21 N 550 West
Blackfoot, ID 83221
(208) 785-7827
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Idaho Public Charter School Commission
PO Box 83720
Boise, ID 83720-0037

Commissioners:

Idaho Science and Technology Charter School is formally requesting a change in the school's 6th grade enrollment cap. The cap is currently 100. We are proposing that it change to 120, effectively changing the school's overall enrollment cap to 320. A change in this CAP would benefit both the school and its stakeholders in the following ways:

- ISTCS is able to fill 6th grade openings easier than 7th-8th grade openings. This trend has been consistent throughout the school's history. Parent survey data shows that student attrition is a result of the natural transition in local school districts between 6th and 7th grades rather than parent and/or student dissatisfaction.
- ISTCS would be more fiscally sound with additional students.
- During the last two board meetings, stakeholders have expressed a high level of anxiety about their students being admitted to ISTCS for 6th grade. This change might alleviate some of that anxiety.

Even with this change in enrollment CAP, the school would not expect to reach the CAP for two years. While we would like to reserve the right to enroll the full 320 students during the 2014-15 school year, we would base budgets on the following enrollment assumptions based on historic enrollment trends and current data on the lottery to be held in March:

	6th grade	7th grade	8th grade	Total
2014-15	120	85	65	270
2015-16	120	100	85	305
2016-17	120	100	100	320

Tab 2

Primary Attendance Area

~~The total anticipated enrollment for ISTCS is 300 students. This would include approximately 100 students within each grade level. It is recognized that initial enrollment will include significantly fewer students. It is also recognized that few eighth graders will be attracted to a school for just one year; consequently, the initial year budget is projected on a student population of approximately 57% capacity.~~

Tab 7

Enrollment Capacity

The total anticipated enrollment for ISTCS is ~~300~~ 320 students. This would include ~~approximately 100~~ 120 ~~students within each grade level~~ in 6th grade and 100 students in both 7th and 8th grades. It is recognized that enrollment consistently drops 20 – 25% between 6th and 7th grade; however, in the event that more than 100 students choose to return in 7th or 8th grade, ISTCS will adjust the number of student openings in 6th grade to ensure that total student enrollment remains 320. When grade-based caps must be adjusted based on returning enrollment, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS's lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

~~It is recognized that initial enrollment will include significantly fewer students. It is also recognized that few eighth graders will be attracted to a school for just one year; consequently, the initial year budget is projected on a student population of approximately 57% capacity.~~

SUBJECT

Palouse Prairie School of Expeditionary Learning Proposed Charter and Bylaws Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Palouse Prairie School of Expeditionary Learning (PPSEL) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Moscow, PPSEL has an enrollment of approximately 170 students and is in its fifth year of operation.

In August 2013, PPSEL proposed amendments to the school's charter and bylaws, with many revisions pertaining to the board member recruitment and appointment process. PPSEL proposed moving to a fully appointed board. The PCSC raised concerns about this new structure and the amendments were not approved.

DISCUSSION

PPSEL has submitted a written proposal for amendments to several sections of the school's charter and bylaws.

The proposed amendments primarily affect Tab 5 of the charter and Articles IV, V, VI and IX of the bylaws. Additionally, minor changes aimed at language clean-up are included in articles XI, and XII of the bylaws.

The most significant proposed revisions are those pertaining to the process of recruiting and approving new board members, as outlined in Article V of the bylaws. Historically, PPSEL has had a mixed board, with some positions identified for nomination and election by stakeholders, and others appointed by the active board members. PPSEL is proposing to have all positions be filled through a nomination and election process. During years including a regular board election, an Elections Committee will be established to include one (1) to five (5) people. The committee will be tasked with soliciting nominations from school faculty, parents, and the community; screening prospective candidates and presenting them to the board; and overseeing the election process (including collecting and counting votes). Faculty, parents / guardians, and community members will be given the opportunity to vote in advance of or at an open meeting where the election will be finalized. If the Elections Committee fails to present a slate of candidates large enough to fill the open board position(s), the board may nominate additional individuals prior to conducting the election.

The proposed charter amendments presented by PPSEL represent revisions needed to align charter language to the proposed bylaws changes.

IMPACT

If the PCSC approves the proposed amendments, PPSEL will immediately begin operating under the amended charter and bylaws. If the PCSC denies the amendments, PPSEL could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

PPSEL has worked closely with PCSC staff to address any concerns or questions raised by PCSC at the August meeting and by staff during the revision process. Staff recommends approval of the proposed charter amendments as submitted by Palouse Prairie School of Expeditionary Learning (PPSEL).

COMMISSION ACTION

A motion to approve the proposed charter amendments as submitted by Palouse Prairie School of Expeditionary Learning (PPSEL).

OR

A motion to deny the proposed charter amendments as submitted by Palouse Prairie School of Expeditionary Learning (PPSEL) on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TAB 5

A. Governance Structure

2. Legal Organization of Palouse Prairie School

Palouse Prairie Educational Organization, Inc. is and will remain organized and managed as a nonprofit corporation registered in the state of Idaho throughout the terms of this agreement. The Board of Directors of Palouse Prairie Educational Organization, Inc is legally accountable for the operation of Palouse Prairie School.

Palouse Prairie School shall be a public school as provided by the Idaho Public Charter Schools Act. Palouse Prairie School shall be deemed a governmental entity.

Palouse Prairie School must comply with all federal and state laws and rules. Palouse Prairie School is created and operates under the authority of Idaho Code Title 33, Chapter 52. Although most provisions of this code are not explicitly listed in this document, Palouse Prairie School will fully comply with and adhere to its provisions. The responsibility for identifying the essential laws and regulations, and complying with them, lies with Palouse Prairie School, not with the ACE.

Palouse Prairie School is managed by a Board of Directors which acts as public agents authorized to control Palouse Prairie School and which has the same responsibilities and liability as any Board of Directors of public education.

Palouse Prairie School is organized and shall be maintained as a separate legal entity from the Moscow School District 281. Palouse Prairie School may not extend the faith and credit of the District or the ACE to any third person or entity, nor may Palouse Prairie School contractually bind the District or ACE with any third party.

Palouse Prairie School is subject to the provisions of Idaho Code on disclosure of public records.

As specified in Idaho Code 33-5204, no Director shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized ACE and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provide by law.

The Bylaws of the Corporation, Palouse Prairie Educational Organization, Inc., contain additional detail on the definitions of membership, attendance requirements, vacancies, terms, resignation & removal, ~~election~~ Board recruitment and selection process, officers & duties, meetings, committees, policies and procedures, and self-evaluation of the Board of Directors. Those Bylaws are included in Appendix A. *(modified Feb 2013)*

3. Parental Involvement in Governance

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians have many levels of opportunity to participate in Palouse Prairie School.

The Board of Directors will include ~~at least two~~ parent or legal guardian members. This allows for significant parental involvement in policy and operation of the school.

Advisory councils will consist primarily of parents/legal guardians. Parents/legal guardians will have an opportunity to be involved in special projects related to different aspects of the school. ~~The Board of Directors will develop a policy to register volunteers.~~

Each parent or legal guardian of any child who is enrolled shall be eligible to vote in any regular or special elections. Parents/legal guardians will have direct input in ~~electing~~ nominating and electing the governing body for Palouse Prairie School as delineated in the Corporation Bylaws.

All board meetings will be public and attendance will be encouraged for interested parents and legal guardians. Open communication will support parental participation.
(modified Feb 2013 and December 2013)

4. Staff Involvement in Governance

Palouse Prairie School is committed to the empowerment of staff and their involvement in decisions that impact their work. Palouse Prairie School will include staff input in the decision making process. Staff input will be linked to the governance decision making of the Board and will include:

- Encouragement for staff to be present at meetings of the Palouse Prairie School's Board
- Involvement in the School Improvement Plan
- The opportunity to provide input to the Board of Directors on the annual evaluation of the School Director to be utilized as the Board deems appropriate

- ~~Voting in elections to elect a Board member.~~ Along with school parents and guardians, staff will have a voice in board member ~~selection~~ nomination and election, although no employee may serve as a Board member. *(modified Feb 2013 and Decenber 2013)*

B. Community Relations

1. Public Input

a. Goals

It is a goal of Palouse Prairie School to ensure broad public input in the ongoing effectiveness and validity of the school's philosophy.

In this endeavor, Palouse Prairie School intends to:

- Involve students in projects within the community that will allow community assessment of the real-world and authentic skills of the students, beyond the assessments that come from mandated testing.
- Publicize the school philosophy and vision statements among parents/legal guardians, students, and patrons.
- Include the school philosophy and vision statements in school handbooks and policy manuals.
- Make all school handbooks and policy manuals accessible to students, staff, and the public.
- Encourage open and honest communications between the Board of Directors, school staff, student body, parents/legal guardians, ACE employees, and the general public in an

effort to ensure that Palouse Prairie School is being as effective as possible in meeting the needs of the community.

As outlined in the following sections, Palouse Prairie School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communications, and to convey information about the school competently and accurately.

b. Recruiting and Marketing
Palouse Prairie School will actively recruit students for enrollment ~~during the first year~~ through advertisement in a local newspaper, coordination of at least one open public meeting, and announcements at local venues in an effort to attract a sufficient pool of potential applicants that include disabled, low-income, and racially diverse students. Advertisement of enrollment opportunities will comply with IDAPA 08.02.04.203.02. *(modified Feb 2013)*

c. Information Sharing
Palouse Prairie School's Director will determine plans for sharing the school's annual report and other relevant information on the school's performance.

d. Public Information Program
The Director will administer the public information program under the direction of the Board of Directors.

2. Parental Involvement

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians of students who attend Palouse Prairie 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/legal guardians will receive a student handbook at the beginning of each school year.
- Parents/legal guardians will be encouraged to attend a parental orientation at the beginning of the school year.
- Parents/legal guardians will be encouraged to attend parent/student/teacher conferences.
- Parents/legal guardians will be asked to complete a survey during the school year including the following topics: safety of students, classroom discipline, school-wide discipline, classroom atmosphere, and parental perception of the learning environment and student achievement.
- Parents/legal guardians will be encouraged to be involved in our parent teacher association.
- Parents/legal guardians will be encouraged and welcome to volunteer for school projects, programs and committees.
- Parents/legal guardians will be encouraged to provide an appropriate learning environment at home.
- Parents/legal guardians will be encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents and legal guardians.
- ~~A minimum of two parents or legal guardians will be Board Members.~~
- Parents/legal guardians will be encouraged to attend and participate in all public board meetings.
- Parents/legal guardians will be eligible and encouraged to vote in any regular or special board election. *(modified Feb 2013)*

BYLAWS OF
PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
An Idaho Non-Profit Corporation

The undersigned, acting as the Board of Directors ("Board") under the Nonprofit Public Corporation Act of the State of Idaho, adopt the following Bylaws for such corporation:

ARTICLE I. CORPORATION'S OFFICES

Section 1.01 The Corporation's principal office shall be fixed and located in the County of Latah, State of Idaho, as the 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 Latah, State of Idaho.

ARTICLE II. CORPORATION MEMBERSHIP

Section 2.01 The Corporation has no members. The rights which would otherwise vest in the members vest in the Board. Actions which would otherwise require approval by a majority of all members requires only approval of a majority of all Board members.

Section 2.02 Nothing in the Article II 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 Idaho Code, Title 30, Chapter 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 III. PURPOSE

Section 3.01 In accordance with the Idaho Public Charter Schools Act of 1998, Chapter 52, Title 33, Idaho Code, the corporation is organized exclusively for educational purposes, (as "Educational" is defined in Section 501c(3) of the Internal Revenue Code of 1986), to create and operate a public charter school[1] for the education of Idaho children.

Section 3.02 The Corporation is organized and will be operated as Palouse Prairie Educational Organization, Inc. The specific purposes for Palouse Prairie Educational Organization, Inc. are as follows:

[1] Made reference to a singular school January 24, 2013
1
1

A. To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Idaho.

B. To engage in all activities and pursuits, and to support and assist such other organizations, as may be reasonably related to the foregoing and following purposes.

C. To engage in any and all other lawful purposes, activities, and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by or are consistent with Section 501(c)(3) of the Internal Revenue Code, the Idaho Nonprofit Corporation Act, and the Idaho Public Charter Schools Act.

D. To operate the Palouse Prairie Educational Organization, Inc. in providing teaching opportunities for educators, as well as to engage in other activities dedicated to the educational process.

E. To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any and all activities in furtherance of, incidental to, or connected with any purpose described herein.

F. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors or officers. The corporation shall be authorized and empowered to pay reasonable compensation to non-board members for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

G. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, except as authorized under the Internal Revenue Code, of 1954, as amended.

H. The property of this corporation is irrevocably dedicated to charitable and/or educational purposes within the meaning of Section 501 (c)(3), and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

I. The corporation shall not discriminate on the basis of race, age, color, national origin, religious belief, sex, or disability in any program, accommodation, or activity it sponsors. The corporation will comply with all federal and state requirements and laws.

ARTICLE IV. BOARD OF DIRECTORS

Section 4.01 Powers and Responsibilities

A. All corporate powers, and the business and affairs of the Corporation shall be managed under the direction of the Board of Directors except as may be otherwise provided by law or by these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers exercised, under the Board's ultimate jurisdiction. If any such provision is made, the powers and duties conferred or imposed upon the Board of Directors shall be exercised or performed to such extent by such person or persons as shall be provided in the Bylaws.

B. The Board of Directors for Palouse Prairie Educational Organization, Inc. will serve as the Board of Directors for the school[1] opened and/or operated by the corporation.

C. The Board of Directors has complete responsibility for establishing and implementing the philosophy, vision, goals, objectives, operations, and accountability of the Corporation school1.

D. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

E. The Board will hold an annual meeting, with a date set by the Board, to review the school Charter1 and Board Policies and Procedures; at this meeting Board Officers will be elected and meetings for the next year will be scheduled.

F. No director shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of an authorized chartering entity and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provided in Title 33, Chapter 52 of Idaho Code.

Section 4.02 Board of Directors Membership

A. The Board of Directors will consist of a minimum of five (5) to a maximum of seven (7) voting members.

1) ~~Board Member positions will belong to one of three categories: Board appointed positions, School Parent elected positions, and School Faculty elected positions. Appointment or election to these positions is described separately in these Bylaws.~~

a) ~~After the first scheduled election after the first day in which a Corporation school is open for business, the core composition of the Board will consist of a minimum of two (2) School Parent elected members, one (1) School Faculty elected member, and two (2) members who are Board appointed.~~

1) The Board may extend beyond the minimum of five (5) members to fill any number of open positions to a maximum of seven (7) by a majority vote of

the Board members present at a regular or special Board meeting~~, so long as the following conditions are met.~~

b) ~~If the Board consists of six (6) members, then the composition of the Board will consist of a minimum of two (2) school parent elected members, one (1) school faculty elected member, and three (3) members who are Board appointed.~~

c) ~~If the Board consists of seven (7) members, then the composition of the Board will consist of a minimum of two (2) school parent elected members, two (2) school faculty elected members, and three (3) members who are Board appointed.~~

2) No two members of the same household shall be members of the Board at the same time.

Section 4.03 Compensation of Board Members

A. Board members shall serve without compensation. However, the Board may approve reimbursement of a member's actual and necessary expenses while conducting official corporation business.

ARTICLE V. ELECTIONS OF BOARD MEMBERS

Section 5.01 Board Member Elections – General

A. New members of the Board may be appointed by the existing Board as described in Section IX.B. or elected onto the Board as explained below.

B. Elections of members of the Board of Directors will be held once per year on a date chosen by the Board unless no Board position terms are scheduled to end that year.~~1~~ The first election will take place within one (1) year of the first day in which a Corporation school is open for business.

C. ~~Open Board Member positions will belong to one of three categories: Board appointed positions, School Parent (in this capacity, "Parent" refers to both parents and legal guardians of current students) elected positions and School Faculty (School Faculty is defined as including any full or part time certificated employee paid by the school at the time of the nomination process) elected positions.~~

D. ~~Nomination of members for Board appointed positions must be by the Board of Directors. Nomination of members for School Faculty elected positions must be by the School Faculty. Current School Faculty members are not eligible for nomination or election to the Board. Nomination of members for School Parent elected positions must be by the community of parents and legal guardians who have children currently~~

~~attending the school. Any school parent may nominate themselves as a candidate for Board membership for an open School Parent elected position.~~

E. During any year in which Board terms are scheduled to expire, the Board will create a committee charged with recruiting and nominating qualified Board candidates and conducting an election, as described below. This Elections Committee shall consist of one (1) to five (5) people and may include a Board representative. The Committee will serve for one election cycle and be disbanded at the end of each fiscal year.

F. The Elections Committee shall be charged with soliciting nominations from School Faculty and nominations and/or self-nominations from: (1) School Parents (in this capacity, "Parent" refers to both parents and legal guardians of current students), and (2) the Community at large within the School's attendance area. The Elections Committee may also nominate individuals itself.

G. The Elections Committee shall be charged with screening prospective nominees to ensure their qualifications and willingness to serve. The Elections Committee's Slate may consist of any number of Candidates, regardless of the number of upcoming Board vacancies.

H. To be considered Qualified, Candidates must meet the conditions set forth in Article XIX Self-Dealing Transactions.

I. The Elections Committee shall be charged to report to the Board its Slate of Qualified Nominees no later than 20 business days before the scheduled election date. The Board shall identify and appoint additional candidates should the Elections Committee fail to present a slate large enough to fill all the vacancies.

J. The Elections Committee shall also present, along with its Slate, evidence of its efforts to invite nominations of qualified individuals from these key stakeholder groups: School Faculty, School Parents, and the Community and any other evidence it has to ensure that the diversity of interests of these groups will be represented among the prospective incoming Board (Candidates plus continuing Board members).

Section 5.02 Election Process

A. ~~A majority of Board Members then in office will appoint individuals for Board appointed positions.~~

B. ~~School Parents will elect individuals from duly nominated candidates for School Parent positions. Non-certificated school staff will have the option to cast votes for the School Parent positions.~~

C. ~~School Faculty will elect individuals from duly nominated candidates for Faculty elected positions.~~

D. ~~For School Parent and School Faculty elected positions a vote by the majority of those casting a ballot shall be the vote of the constituency.~~

1) ~~If there is only one (1) candidate on a position ballot, the constituency will cast a "yes" or "no" vote for election of the candidate, and the candidate must receive a "yes" vote by a majority of those casting a ballot in order to be elected to a Board position.~~

2) ~~If there is only one (1) candidate on a position ballot and the candidate does not receive a "yes" vote by a majority of those casting a ballot, a majority of Board Members then in office will appoint a separate individual to fill that position within 60 days of the election.~~

3) ~~If there are no candidates for an open School Parent or School Faculty Board position, a majority of Board Members then in office will appoint an individual to fill that position.~~

E. ~~Each Board Member, employee, and school parent or legal guardian will have one vote in the matters pertaining to the election of an open Board Member position.~~

A. Mechanism of the Election

The election will occur at a date selected by the Board and will occur during a regular Board meeting or a Special meeting called for that purpose. Any such meeting will be announced and conducted according to Idaho Open Meeting Law. Voting by stakeholders may occur before the scheduled meeting and will be recorded by the Election Committee. Voting in advance of the meeting shall be closed 24 hours before the scheduled start of the meeting. At the meeting, the Board will collect final votes, close all voting, certify the election results as reported by the Elections Committee and confirm the newly elected Board members (see Section 5.02 C below).

B. Qualified Voters

The roll of voters will be created by the Elections Committee to include each of the following groups: 1) The parents and legal guardians as maintained by the school as part of each child's registration. Each adult included as a parent or guardian on the day of the election will have one vote, regardless of the number of children in their care who are enrolled and regardless of which household is the child's primary residence. 2) Each of the employees of the school, including teachers, administrators and other paid staff will have one vote. 3) Any adult member of the Community residing in the Primary Attendance Area who has presented themselves to register to vote no later than 10 business days before the scheduled election will have one vote.

C. Process of Election

The slate of candidates will be presented to the voters, and candidates will be afforded an opportunity to state their positions and reasons for running via a mechanism that, in the opinion of the Board, is equitable and will likely communicate

the relevant information to the voters. This may include, but is not limited to: a written voter pamphlet, speeches at a meeting, or campaign materials.

1. The Board will announce the election via a motion that describes the process and names the slate of Candidates and the number of seats open for election at a properly noticed Board Meeting.

2. Votes will be counted by the Elections Committee. The results of the election will produce a ranked list of the candidates, from highest to lowest votes received. In the event of a tie, a vote by the sitting board will be used to select the winner.

3. Once the qualified candidates are in a list ranked by votes received, they will be assigned seats on the Board in descending order, with the candidate with the most votes assigned the seat with the longest term, downwards toward a candidate assigned the seat with the shortest term. If there are more candidates in the ranked list than there are vacant terms, the extra candidates will not be assigned seats.

4. The Board will record the results in a motion to seat the new Board commencing with the next fiscal year at the next regularly scheduled meeting following the election, noting, if needed, any candidate who lacked qualifications to serve.

D. Ensuring full Slate of Candidates

In the event that the Elections Committee fails for any reason to present a Slate of candidates with at least as many Qualified Candidates as there are vacancies to be filled, the Board may nominate sufficient qualified individuals to achieve such a slate of candidates prior to conducting the election.

ARTICLE VI. BOARD MEMBER TERMS

Section 6.01 Board Member Terms

A. Founding Board Members are defined as members of the Board of Directors on the first day on which a Corporation school is open for business. Up to two Founding Board Members may serve until the second scheduled election after the first day in which a Corporation school is open for business. The remaining Founding Board Members will serve until the first scheduled election after the first day in which a Corporation school is open for business.

B. Unless otherwise stipulated, Board members will serve for a ~~two (2)~~ three (3) year term. Board members may serve multiple terms.

~~Board members elected by the faculty shall serve one (1) year terms.~~

C. The term of office of a Board member elected or appointed to fill a vacancy begins ~~on the date of the Board member's election or appointment~~ at the beginning of the next fiscal year for elected positions or as soon as practical for appointed positions, and continues:

~~1) For the balance of the term assigned to that position (1 or 2 years as applicable).~~

1) For the full term of office, or

2) For the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Board member, or

3) For the term specified by the Board in the case of a vacancy resulting from the increase of the number of Board members authorized.

D. A Board member's current term of office shall not be shortened by any reduction in the number of Board members resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

E. A Board member's current term of office shall not be extended beyond that for which the Board member was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

F. If the Board votes to open additional Board positions, the position will be filled by the process in these Bylaws. ~~The new positions' initial term will end on the second regular election following their selection.~~

ARTICLE VII. RESIGNATION OF BOARD MEMBERS

A. 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 or 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.

B. Resignations are null and void until acted on by the Board in an official meeting, but may be withdrawn at any time until accepted by the Board.

ARTICLE VIII. REMOVAL OF BOARD MEMBERS

A. At a meeting of the Board of Directors called expressly for that purpose, the Board may remove a Board member and declare vacant the position of any Board member 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 a demonstrated

attendance problem as described in the "Attendance" section of these Bylaws, by a majority vote of the Board members then in office.

B. Removal of a Board member for one or more of the reasons listed above may be initiated by any member of the Board. The Board shall hold a special meeting for that purpose within ten week days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where the member for whom removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public. Notice to the Board Member shall be provided in written form within 10 days of such meeting.

C. Any Board member may be removed at such meeting without cause by a 60% vote of the Board members then in office.

ARTICLE IX. BOARD MEMBER VACANCIES

A. A Board member vacancy or vacancies shall be deemed to exist if any Board member dies, resigns, or is removed. Unfilled Board positions beyond the minimal membership requirements are also considered vacant.

~~B. The Board will appoint a new member to fill the term of any vacancy within 90 days of the vacancy occurring, unless the term of the vacant position expires within 180 days. In the latter event, the Board will fill the position as it would for a normally expiring term.~~

B. In the event that a Board vacancy occurs during the year, the Board may, at its discretion, recruit and appoint a qualified candidate to fill the vacancy for the balance of the fiscal year. The Board may also elect to leave the position vacant for the balance of the fiscal year. Regardless of Board action regarding the vacancy, the remaining term, beginning with the next fiscal year, will be filled by election as described above.

ARTICLE X. SCHOOL DIRECTOR

A. The School Director is hired by the Board. The School Director has day-to-day responsibility for the school1 of the Corporation, including carrying out the Corporation's goals and Board policy. The School Director will attend all Board meetings, report on the progress of the school1, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

B. The Board shall delineate the duties of the School Director and shall use them as the basis for evaluating the School Director's performance. Unless specifically limited, the School Director may delegate to other staff the exercise of any powers and the

discharge of any duties imposed by Board policy or a vote of the Board. The delegation of power or duty shall not relieve the School Director of responsibility for the actions taken under such delegation.

C. In order to perform their responsibilities, Board members must be familiar with the operations within the school. The School Director shall establish communication procedures which can enhance the Board member's understanding of student programs and school operations. Additionally, the records of the school1 shall be open for and available to inspection by any member of the Board.

D. The School Director will serve as an ex officio Board member with no voting rights.

E. The School Director will be responsible for hiring, assessing, and managing staff necessary to meet the goals of the Corporation. The number of, job descriptions, and contracts of staff shall be approved by the Board.

F. The Board shall serve as the reviewer and the Corporation's final arbiter in regards to the lawful grievance of any member of the staff or public which is directed at or not resolved by the School Director.

ARTICLE XI. FACULTY REPRESENTATIVE

A. A Faculty Representative (current member of the School Faculty) will serve as an advisor to the Board and attend all Board meetings. The Faculty Representative is not a Board member, and serves as only an advisor with no voting privileges.

B. The Faculty Representative shall give a report to the Board no less than semi-annually which may include evidence of student progress towards meeting educational goals, student work, teacher input, etc.

C. When a Faculty Representative position is vacant, a replacement member will be elected by the teachers employed from volunteer teacher applicants by a majority vote of the total Faculty.

D. Any faculty member may nominate themselves as a candidate for the Faculty Representative seat.

E. Faculty Board Representatives will serve one (1) year terms.

F. The Faculty Representative position will be considered vacant upon the last day of employment of a faculty member holding that position or upon the expiration of that member's term.

ARTICLE XI. BOARD MEETINGS

A. All official business must be conducted at a legal meeting of the Board of Directors with a quorum in attendance, and as stipulated by the Idaho Open Meeting Law of 1974.

B. Regular Board meetings will be held at least once per month as scheduled annually. Regular meeting times and dates may be changed by a majority vote of the Board members present at a regular or special Board meeting.

C. Special Board meetings may be called by the Chair or at the request of any two Board members or the School Director. At least three days written notice must be given.

D. Announcement of Board Meetings will be publicized as stipulated per the Open Meeting Law and per Board Policy and Procedures.

E. A simple majority of the quorum of Board members present at a regular or special Board meeting may pass all voting matters including acts, resolutions, propositions, etc., unless specified otherwise in these Bylaws.

F. In exceptional circumstances, and with prior approval of the Chair, Board members may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Board members participating is such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting. All board meetings conducted by telephone conference call shall fully comply with the Idaho Open Meeting Act, Idaho Sections 67-2340 through 67-2347.

G. Executive Sessions: All regular and special meetings of the Board of Directors shall be open to the public, except that, upon a majority vote of the members present at a regular or special Board meeting, an executive session closed to the public may be held to discuss sensitive matters as specified by the Idaho Open Meeting Act, Idaho Sections 67-2340 through 67-2347.1 Only those persons invited by the Board may be present during executive session. During executive sessions, the Board shall not make final policy decisions, resolutions, rules, regulations, or take formal actions. Formal actions, such as approving a contract or payment of funds, will be approved only in open sessions. Matters discussed in executive sessions shall remain confidential. The Board Secretary will keep separate minutes of all Executive Sessions.

H. All members of the Board, including the Chair, shall participate and vote in all matters before the Board. The School Director and Faculty Representative shall attend and fully participate in all discussions of the Board, as long as there are no state or federal restrictions regarding conflict of interest.

I. "The Standard Code of Parliamentary Procedure" shall govern the proceedings of the Board, except where specific procedural exceptions are adopted by the Board.

J. The Chair presides over the Board meeting and establishes the agenda that will be followed.

K. Every motion before the Board will have an appropriate discussion period. Those engaging in the discussion will first be acknowledged by the Chair before speaking. At the Chair's discretion, comments may be limited to a specified time frame (e.g. two minutes per individual comment). The Chair will acknowledge each person that is permitted to speak. When feasible all individuals will be given opportunity to express their opinions.

L. Board meetings may include open public discussion, which is defined as any individual in attendance having the option to have their viewpoints heard on the motion before the Board. Such public discussion will be initiated by a motion by any Board member which specifies the length of discussion period and time for each individual to speak, and the motion must be voted on immediately without debate. Upon the motion of a Board member and majority vote of the Board members present, the open discussion may be rescinded.

M. Every Board meeting will have time for open comment from the public, which is defined as any individual in attendance having the option to have their viewpoints or concerns heard on matters pertaining to the Corporation. The length of discussion period and time for each individual to speak will be determined by the Chair.

Section 11.01 Board Member Attendance

A. Board members are expected to attend each Board meeting of the Corporation and to participate fully in any committees of the Board of which they are a member.

B. A Board attendance problem occurs if any of the following conditions exist in regard to a Board member's attendance at Board meetings:

1) The member has two un-notified absences in a row. "Un-notified" means the member did not notify the Chair at least 24 hours before the upcoming meeting to indicate they would be gone from the upcoming meeting.

2) The member has three notified absences in a row.

3) The member misses one third of the total number of Board meetings in a twelve-month period.

C. If an attendance problem occurs, a majority of the Board members present at a special Board meeting called for that purpose may vote to vacate the position, as described in the "Removal of Board members" section of these Bylaws.

ARTICLE XII. BOARD ACTIONS

Section 12.01 Quorum

A. A quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. 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 otherwise stipulated in these Bylaws.

B. A majority of the number of committee members fixed and appointed by the Board of Directors or Chair, as the case may be, shall constitute a quorum for the transaction of business at a meeting of such committee. The act of the majority of the committee members present at a meeting at which a quorum is present shall be the act of the committee.

Section 12.02 Committees

A. The Board, by resolution adopted by a majority of the full membership of the Board of Directors, may create standing committees as needed.

B. The chair and members of standing committees will be appointed by the Board Chair with the approval of the full membership of the Board of Directors. Committee chairs must be members of the Board.

C. The Board, by resolution adopted by a majority of the members present at a regular or special Board meeting, may create ad hoc committees as needed.

D. The chair and members of ad hoc committees will be appointed by the Board Chair with the approval of a majority of the members present at a regular or special Board meeting. Committee chairs must be members of the Board.

E. The powers, rights, duties, and terms of Board Committees shall be enumerated in any resolution to create such committee.

F. Nothing in these Bylaws shall be deemed to prohibit the Board of Directors from appointing committee members who may be non-directors, provided that such committees shall not have and may not exercise any of the powers of the Board of Directors.

Section 12.03 Advisory Councils

A. The Board, by resolution adopted by a majority of the Board members present at a regular or special Board meeting, may establish advisory councils to perform functions that the Board from time to time deems necessary or beneficial to the Corporation school1.

B. The membership of advisory councils will be volunteer parents, employees, and/or community members approved by the Board.

C. The role of an advisory council is to make recommendations to the Board or to act upon instructions of the Board.

Section 12.04 Board Self-Evaluation

A. Each year the Board will formulate goals and objectives. The goals and objectives may include but are not limited to the Board functions of vision, structure, accountability and advocacy.

B. The Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year and engaging in Board development activities where needed.

ARTICLE XIII. BOARD OFFICERS AND DUTIES

Section 13.01 Election

A. Election of Officers of the Corporation shall be at annual elections of the Board by a majority of the Board members present after any new Board members are elected. An officer elected by the Board may be removed from that office without cause, at any time, by a 60% vote of the Board members then in office. Any Officer may resign at any time by giving written notice to the corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice. Should an Officer position become vacant before annual elections, a new Officer shall be elected by a majority of the Board members present at a regular or special Board meeting and their term shall be until the next annual elections of the Board.

Section 13.02 Terms of Office

A. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 13.03 Officers

A. Officers of the Corporation shall be a Chair, Vice Chair, Secretary, and Treasurer. Any two or more officers may be held by the same person, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

B. Chair - The Chair shall preside at all meetings of the Board, represent the Corporation and the Board to outside agencies, oversee the business and affairs of the Board, be

responsible for ensuring execution of orders and resolutions of the Board, and other duties as defined by the Board. The Chair will prepare an agenda for each meeting. The Chair shall have the full right to participate in debate without relinquishing the chair and shall have the right to vote on all matters put to a vote.

C. Vice Chair - The Vice Chair shall have all powers and duties of the Chair in the absence or disability of the Chair. The Vice Chair shall perform duties from time to time as assigned by the Chair or the Board.

D. Secretary - The Secretary shall be responsible for keeping full meeting minutes, record all acts and votes, and distribute those minutes as stipulated per Board Policy and Procedures. The Secretary shall perform duties from time to time as assigned by the Chair or the Board.

E. Treasurer - The Treasurer shall have full guardianship of school monies. The records of the accounts of the Board shall, at all reasonable times, be open for and available to inspection by any member of the Corporation. The Treasurer shall perform duties from time to time as assigned by the Chair or the Board. The Treasurer will be bonded as required by Idaho Code 33-509. The Treasurer shall give a report to the Board no less than monthly at a regular meeting showing:

1) The money received by the Treasurer each month and from what source received

2) All monies disbursed and the purposes for which expended

3) The balance of general funds against anticipated future revenue and expenses.

Section 13.04 Rights of Inspection.

A. Every member of the Board 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 to the relevant party(ies), 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 XIV. POLICIES AND PROCEDURES

Section 14.01 Policy Development

A. Written policies are a primary means by which the Board governs and guides the acts of the Corporation school~~1~~. As such, the Board shall use policy development as a means to articulate the Board's educational goals and provide further clarification and definition regarding governance structures.

B. Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board.

C. The Board shall adhere to the following process in considering and adopting policy proposals to ensure that they are well examined before final adoption.

1) First meeting - the proposal shall be presented for a first reading and discussion.

2) Second meeting - the proposal shall be presented for a second reading, discussion and final vote.

3) An amendment to a policy shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

D. Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above process is required before the policy shall be considered permanent.

E. If a policy is added or revised because of a change in the law over which the Board has no control, the policy may be approved at one meeting at the Board's discretion.

Section 14.02 Administrative Procedures

A. The School Director shall develop administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the School Director may submit it to the Board as an information item. Such procedures need not be approved by the Board, though it may revise them when it appears that they are not consistent with the Board's intentions as expressed in its policies. Procedures need not be reviewed by the Board prior to their issuance; though on controversial topics, the School Director may request prior Board approval.

Section 14.03 Changes to Board Approved Administrative Procedures

A. Changes to Board Approved Administrative Procedure require Board approval. Such changes may be approved in the same meeting as presented. The School Director shall have the authority in unusual or emergency circumstances to make changes to Board approved administrative procedures. It shall be the duty of the School Director to inform the Board promptly of such action and to make any appropriate recommendations for changes in the procedure at the next scheduled Board meeting.

Section 14.04 Administration in Policy Absence

A. In cases when action must be taken and the Board has not provided guidelines in policy for such action, the School Director shall have the power to act, keeping in mind the educational philosophy and financial condition of the Board. It shall be the duty of the School Director to inform the Board promptly of such action and of the need for policy.

Section 14.05 Suspension of Policies

A. In the event of special circumstances, the operation of any section or sections of Board policies, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. Reasons for suspension of Board policy shall be documented in Board minutes. Board policies established by law or by contract may not be suspended.

ARTICLE XV. BOARD MEMBER INSURANCE

A. The Corporation may maintain sufficient insurance to protect the Board and its individual members against liability arising from actions of the Board or its individual members while each is acting on behalf of the Corporation and within his or her authority as a Board member.

ARTICLE XVI. NON-LIABILITY OF BOARD OF DIRECTORS

A. The members of the Board of Directors shall not be personally liable for the corporation's debts, liabilities, or other liabilities.

ARTICLE XVII. INDEMNIFICATION OF CORPORATE AGENTS

A. The corporation may, in accordance with the Idaho Public Charter Schools Act, indemnify any Board Member, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation.

B. All officers and directors of the corporation shall comply with the general standards of conduct contained in Idaho Code 30-3-80.

ARTICLE XVIII. INSURANCE FOR CORPORATE AGENTS

A. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Board Member, officer, employee or other agent of the

corporation, against any liability other than for violating provisions of laws relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the Idaho Charter Schools Act.

ARTICLE XIX. SELF-DEALING TRANSACTIONS

A. Except as may otherwise be provided by the Idaho Public Charter Schools Act or the Articles, no contract or other transaction between the Corporation and one or more of the Board members or any other corporation, firm, association or entity in which a Board Member of the Corporation has an interest shall not be allowed to do business with the corporation subject to the provisions section 33-5204 and 33-507 or other relevant sections of Idaho Code.

ARTICLE XX. OTHER PROVISIONS

Section 20.01 Fiscal Year

A. The fiscal year of the corporation begins on July 1st of each year and ends on June 30th of the following year.

Section 20.02 Execution of Instruments

A. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of, or on behalf of the corporation. Such authority may be general or confined to specific instances.

B. Unless so authorized, no officer, agent, or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 20.03 Checks and Notes

A. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation requires two signatures as specified by Board policy.

Section 20.04 Construction and Definitions

A. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Charter Schools Act and 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 a corporation and a natural person. The captions and headings in these Bylaws are for conveniences for reference only and are not intended to limit or define the scope or effect of any provisions.

Section 20.05 Conflict of Interest

A. Any Board Member, employee or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure in writing of his or her interest to the Board or committee prior to its acting on such contract or transaction. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she, or a spouse is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist or can be reasonably construed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). Each of the Board members and the Board of Directors shall at all times comply with the Ethics in Government Act, Idaho Code sections 59-107 *et seq.* and shall comply with the General Standards for Directors, Idaho Code section 30-3-80. The minutes of the meeting shall reflect the disclosure made and the vote thereon and, where applicable, the abstention from voting and participation.

Section 20.06 Manner of Giving Notice.

A. 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 within public sight at the school in sufficient amount of time prior to the meeting or action to be taken as required by statute, the articles of incorporation, these Bylaws, and the corporation's policies or procedures. Said notice need not be given individually and may be given in one notice document.

ARTICLE XXI. INTERPRETATION OF CHARTER

A. Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

ARTICLE XXII. AMENDMENT OR CHANGES TO BYLAWS

A. Proposals for changes to the Bylaws must originate by a written motion during a regular or special Board meeting, specifying the addition, change, or deletion. The full text of the proposed change must be made available to the school community at least two weeks prior to the Board meeting in which the change(s) will be discussed.

B. New bylaws may be adopted or these bylaws may be amended or repealed by a majority vote of members of the Board then in office.

C. The final vote for changes to the Bylaws will occur during a regularly scheduled Board Meeting or a special meeting held for this purpose for which there has been given two weeks published notice as defined in these Bylaws.

D. One copy shall be maintained of the original Bylaws of the Corporation. Whenever any amendment or new Bylaws are adopted, each successive change shall be separately appended to the end of the document, indicating the date on which the change was authorized. 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.

E. A second copy of the Bylaws shall be maintained which is subtitled with the date of the last change made to the Bylaws and which is in content the authoritative current version of the Bylaws.

ARTICLE XXIII. DISSOLUTION

A. Upon the dissolution of the corporation, its assets shall be liquidated under the direction of the Board. Proceeds from the liquidation shall be used to pay any and all debts and liabilities of the corporation pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. Any excess amounts will be distributed as required by Idaho State Law.

IN WITNESS WHEREOF, the undersigned have made and subscribed to these Bylaws at 723 E. A Street, Moscow, ID 83843, STATE OF IDAHO, LATAH COUNTY at the meeting of the Board of Directors held on the 7th day of March 2006.

(Names and Signatures of the Initial Board of Directors)

William Rivers, Chair _____

Linda Sterk, Vice Chair _____

Tiffany Scripter, Secretary _____

Daniel Granja, Treasurer _____

Anne Adams, Member _____

AMENDMENTS

Approved January 24, 2013.

The following two types of changes were made:

1. This version has several proposed changes that seem to date from about the time of the original adoption that were not adopted. However, they seem like reasonable and important changes that the Founders omitted by clerical failures. See: Section 3.02 F; Section 5.01B;Article XI G;
2. Article III refers to operating multiple schools, which was prohibited by the Commission in the original chartering process and was removed by an action of the Board in spring of 2008. The action was apparently not recorded following the instructions for modifying the ByLaws and may or may not have been properly recoded with the Idaho Secretary of State. The signed version has multiple references to school(s) in the plural. The changes converted all reference to school to the singular form.

SUBJECT

The Village Charter School Proposed Performance Certificate Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

The Village Charter School (TVCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2011. TVCS currently enrolls approximately 275 students in grades K-8.

DISCUSSION

TVCS will present a proposed amendment to the school's performance certificate.

As currently approved, TVCS's performance certificate allows the school to offer two kindergarten and two 1st grade classes in its first year of operation (2011-2012), then expand by one additional classroom per year. Accordingly, TVCS is presently authorized to double grades K-4 for the 2014-2015 school year.

The proposed amendment would increase TVCS's rate of expansion. If the amendment were approved, the school would have the option of offering two classes per grade for kindergarten through 8th grade beginning in 2014-2015, adding as many as 132 students more than were originally approved for next year. The school's overall enrollment caps would not change.

IMPACT

If the PCSC approves the proposed amendments, TVCS will immediately begin operating under the amended performance certificate. If the PCSC denies the amendments, TVCS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

As part of the performance certificate development process, the PCSC approved a general standard that schools whose accountability designation falls below "good standing" will not be eligible for expansion.

TVCS has not yet received a performance framework evaluation and therefore does not have a formal accountability designation. However, if the school were to be evaluated with the performance framework using 2012-2013 school year data, it is likely that TVCS would earn either a "remediation" or "good standing" status. TVCS received a 2 Star Rating

for 2011-2012 and a 3 Star Rating for 2012-2013. TVCS's 2012-2013 rating fell on the low end of the 3-star point range.

Staff recommends that the PCSC consider whether it wishes to approve TVCS's proposed amendments in light of the school's academic outcomes to date.

COMMISSION ACTION

A motion to approve the proposed performance certificate amendment as submitted by The Village Charter School.

OR

A motion to deny the proposed performance certificate amendment as submitted by The Village Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

February 13, 2014

The Village
CHARTER SCHOOL

Dear Commissioners,

The Village Charter School is requesting this change to our Performance Certificate to make it align to our charter. Our Charter states that the expansion of the school will be at the discretion of the Board, and the Commission as required, and will be based on enrollment demand and adequate finances.

The value of a sound education today cannot be overstated, especially as we move into a phase of scientific and economic competition in which are children will go head to head with the best and brightest from nations around the globe. Our current traditional format for promoting education advancement for all children is insufficient to meet the growing public demand for diversity of instructional practice. Fortunately we are a nation that prizes innovation and hard work, and so we have a growing interest in how to improve on all cultural fronts, with educational theory and delivery being at the forefront of change within the charter school movement.

The present community from which The Village Charter School draws enrollment is comprised of single family and multi-family housing. Many of the families in the area are of moderate means, and there are limited options for parents to select where their child or children will attend school. The community understands how critical education is to the future well-being of their children and our families want a supportive learning environment in which class sizes are not excessively large. TVCS is known in the community as having caring and talented instructors, a positive school environment, and moderate class sizes. As such, the current waiting list for enrollment in the school is in excess of two hundred students in grades K-6 with the demand for enrollment continuing to expand. While we are requesting to increase the 7th and 8th grades to two classrooms each we will only have one class for 7th and 8th due to the lack of a waiting list. Our budgets reflects one class for 7th and 8th. If the demand for the 7th and 8th grades increases in the future our Performance Certificate will allow the increase of those two grades.

In hopes of accommodating more students at the school, current negotiations are in progress to build a larger school in hopes of meeting the growing interest by the community in TVCS. It is also anticipated that a larger facility will enable TVCS to expand support programs for students with special needs, incorporate programs such as the Six In Four Program associated with the College of Western Idaho, and make it possible for students to more easily participate in after school electives and sports. In addition, the school will benefit from increased enrollment, as more students will generate greater revenue and thereby create the opportunity to expand cash reserves beyond what is currently held in account by the school.

Ultimately TVCS is committed to being able to embrace the need of every child interested in attending the school. We are a leadership school cultivating critical thinkers who will become the leaders for a better tomorrow. Any action that can be taken by the commission to support us in our mission to educate children can only bring about a beneficial long-term outcome for the community and our nation

Respectfully,

Lealan Miller
TVCS Board Chairman

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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 550 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~~ per grade in kindergarten through eighth grade. ~~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

SUBJECT

Consideration of Proposed Public Charter School Performance Certificates

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 following schools to draft the individualized sections of their Performance Certificates and Frameworks:

- Compass Public Charter School
- Blackfoot Charter Community Learning Center
- Falcon Ridge Public Charter School
- Vision Public Charter School

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.

Three of the schools, BCCLC, FRPCS, and Vision, have elected to opt out of mission-specific goals for their initial certificate terms. The opt-out option, approved by the PCSC in August 2013, is described in the Introduction tab of the Performance Framework.

A subcommittee of Commissioners has reviewed the drafts and recommended that the Performance Certificates be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificates, the PCSC chairman and school board chairmen will sign the Certificates, making them effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the Performance Certificates be executed as presented.

COMMISSION ACTION

A motion to execute the Compass Public Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Blackfoot Charter Community Learning Center Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Falcon Ridge Public Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Vision Public Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

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CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of February, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Compass Charter School, Inc., commonly known as Compass Public Charter 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, on October 28, 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 February 13, 2014, and shall continue through June 30, 2019, 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: Compass Public Charter School's mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

B. **Grades Served.** The School may serve students in kindergarten through twelfth grade.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

<u>Academic</u>

- Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and

commonly-shared expectations

- Provide students with opportunities to enroll in courses for concurrent college credits
- Provide a learning environment designed for the Next Generation Learner, including:
    - A technology-rich learning environment
    - Constructive learning experiences through both the geographic and the Internet-connected community
    - Personalized learning based on data-driven goals for instruction
    - Curriculum and instruction to encourage students to make real-world connections

Culture

- Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships
- Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's ™ One School Rule
- Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
- Help students to cultivate their authentic student voice through leadership opportunities
- Value parents as partners in their students' education

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 600 students. For purposes of the enrollment lottery, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's lottery application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

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. 2511 W. Cherry Lane, Meridian, ID 83642. 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: The total boundary used by Joint School District No. 2.

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 February 13, 2014.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Compass Charter School, Inc. 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

Compass Public Charter School
February 13, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Compass Public Charter School, Inc.

COMPASS PUBLIC CHARTER SCHOOL

Submitted To:

Idaho Public Charter School Commission
650 W. State Street
Boise, ID 83720

Adopted: May 12, 2005
Revised: March 31, 2010
Revised: June 28, 2011

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I- Verification of Petition Signatures

TITLE PAGE 2004-2005

Name of Applicant Applying for the Charter Compass Public Charter School, Inc
(This may be a public body, private person or private organization)

Name of Proposed Charter School Compass Public Charter School
X New School ☐ Converted School

Authorized Agent for Applicant Chris Jensen
(This may be the individual applicant or an authorized member of the corporate board)

Authorized Agent Mailing Address PMB 345, 100400 Overland Rd.

City Boise State ID Zip 83709-1449

County Ada E-mail: info@compasscharter.org

Day Time Phone: (208)888-9544 Fax: (208)855-2447

Form of Organization	When listing the names of corporate principals and members of the organization, provide the charter name and sponsor if the individual has ever applied for a charter before:		
X Non-Profit Corporation	Member Name(s)	Charter Name(s)	Sponsor
☐ For-Profit Corporation	Chris Jensen		
☐ S-Corporation	Susan Luke		
☐ Partnership	Brooke Cohen		
☐ Sole Proprietorship			
☐ Tribal Entity			
☐ Other_____			

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the make-up of this body below.

Governing Body (Body responsible for the policy decisions of the school.)				
Member Type	**Number**	**Name**	**Name**	**Name**
President	888-9544	Chris Jensen		
Vice President	283-9502	Bridget Barrus		
Secretary	846-5950	Teri Dison		
Treasurer	846-5950	Teri Dison		
Member	284-5859	Becky Preece		
Member	888-9544	Eric Jensen		

TARGET POPULATION

Mission Statement: (use only this space)

The Compass Public Charter School's mission is to prepare each child with a personal compass that will guide them in life's directions. We do so by developing students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

The philosophy of the Compass Public Charter School (Hereinafter referred to as CPCS) is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

As our children chart their course through these tumultuous years, we hope to direct them to a safe harbor. 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. Students, parents and teachers will experience peace of mind in the Compass Public Charter School setting. We believe that a kind environment should be extended through the potentially difficult middle school and high school years.

	Grades Served **Please circle all grades being taught.**	Total Number Served Enrollment cap at all campuses and in all grades combined	**Sites** Number Operating
Year 1	**K 1 2 3 4 5 6 7**	240	____1_____
Year 2	**K 1 2 3 4 5 6 7 8**	273	____1_____
Year 3	**K 1 2 3 4 5 6 7 8 9**	374	1
Year 4	**K 1 2 3 4 5 6 7 8 9 10**	405	1
Year 5	**K 1 2 3 4 5 6 7 8 9 10 11**	459	1
Year 6	**K 1 2 3 4 5 6 7 8 9 10 11 12**	538	1
Year 6	**K 1 2 3 4 5 6 7 8 9 10 11 12**	600	1

School Calendar

☐ Standard ☐ Extended School Year

Instructional Days__166____

Start Date__August 2005____

X Alternative **(please describe in 5 words or less)**

__Modified Year-round_____

Please provide specific boundary information (e.g. targeted 10 mile radius) on the planned location for your school:

The Compass Public Charter School boundaries are the combined attendance area of Sawtooth, Meridian, and Lake Hazel Middle Schools in the Meridian School District **as of October 13, 2004**.

Number of classrooms, offices, etc. necessary, along with total square footage to implement your program as described:

Compass Public Charter School leased space from Cherry Lane Christian Church (located at 2511 W. Cherry Lane, Meridian, Idaho) to serve as a temporary facility for the first year. Compass Public Charter School entered into a lease-purchase arrangement in the spring of 2007 to purchase the former Cherry Lane Christian Church. Improvements have been made to the facility to better serve the school's needs.

1. Elector Petition forms: Ref. Idaho Code 33-5205 (1)

A petition signed by at least thirty qualified electors of the district as required by Idaho Code 33-5205 is included as Attachment I.

2. Educational Program: Ref. Idaho Code 33-5205 (3) (a)

A. Curricular Emphasis

The Compass Public Charter School's mission is to prepare each child with a personal compass that will guide them in life's directions. We do so by developing educated persons, defined as competent, confident, productive and responsible persons who possess the habits, skills and attitudes to succeed in life and to be offered the invitation of a post-secondary education and satisfying employment. This mission seeks to develop an educated citizenry through a dynamic and interactive academic program. Compass Public Charter School will use the unique aspects of the Harbor Method of Instruction to meet or exceed all Idaho State Standards and benchmarks. CPCS's curriculum will support the development of educated students within the traditional academic subjects (including language arts, math, science, and social studies,) augmented by music, theater, art, health, and computer, physical, and environmental education.

We believe that learning best occurs when:

- Students are actively engaged in integrated and meaningful tasks
- Students see the connection between what they learn and the real world
- Students work individually and as members of a group
- Working together, student, parent and educator identify an academic and personal learning goal, support and responsibility for learning is an intrinsic part of the educational program
- Students are supported with mentors and advocates
- All students have advanced learning opportunities
- Students see themselves as part of the community and find ways to serve the community
- Learners are allowed to make mistakes in order to achieve success;
- A positive and productive learning environment is provided;
- Learners are given opportunities to build new knowledge;
- Learners are given time to reflect on the value and purpose of what they learn;
- All learners are taught various mediums for self-expression.

B. Educational Thoroughness Standards

Compass Public Charter School will achieve the Thoroughness Standards (as defined in section 33-12, Idaho Code) through its basic curriculum and supplemental instruction in character education, foreign language, music and community, school, and family service projects.

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

- **Goal:** to create a positive teaching and learning environment with an emphasis on high expectations for behavior and academic performance as measured by staff and parent observation, low absentee rate, students returning year after year to the school and few discipline referrals.

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.
Compass will implement the Love and Logic® method of working with students which was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline.

Objectives: Compass Public Charter School will:

- Follow the general philosophy of both the Harbor Method® and the Love and Logic® 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 are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define 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.

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

- **Goal**: to maintain a positive and safe teaching and learning climate as measured by staff, student and parent satisfaction surveys as well as an annual safety inspection.

The atmosphere created through the Harbor Method® and Love and Logic® philosophy allows children to soar socially and academically. Students will not be afraid to take academic risks, like asking or answering questions in front of peers, when they feel safe and supported. They will not be distracted from learning by fear. The result is a culture that is warm and friendly, orderly and free from chaos.

Objectives: Compass Public Charter School will:

- Follow the Harbor Method® and Love and Logic® philosophy of discipline.
- Develop a student handbook providing a code of conduct centered on guiding principles of discipline.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent principles for behavior 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. As evidenced by record keeping of student community service hours.

Objectives: Compass Public Charter School will:

- Follow the general philosophy of both the Harbor Method® and the Love and Logic® Method.
- Emphasize the importance of adults modeling important values at school. This is done through expectation training, in which teachers clearly illustrate and define self-discipline and responsibility. Daily procedures are designed to support the school's emphasis on responsibility and self-discipline.
- Help students build rapport and develop a sense of belonging as well as carry out responsibilities to one another and to the faculty and staff. Students who display responsibility and good citizenship are given special recognition through a well-designed reward system.
- 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**: to teach students a range of effective communication skills appropriate for the 21st century as measured by student performance on teacher generated writing projects and/or assessments and computer curriculum evaluations.

Objectives: Compass Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.

- Use writing prompts provided by the State Department of Education to create classroom assessments of writing.

- Provide a technology-rich environment that enhances communication.

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

- Incorporate student's communication skills into a meaningful and team building activity during 7th and 8th grade by participating in the production of a School Broadcast and Journalism project. Students will apply their skills of information gathering, interviewing, and research, and investigation, story writing and reporting to produce the weekly broadcast.

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

- **Goal:** to develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities and students who are well grounded in the basics such as reading, writing, mathematics, science, and social studies as measured by teacher generated evaluations and assessments as well as statewide assessments.

Objectives: Compass Public Charter School will:

- Use the Idaho State Department of Education's Standards as a starting point to be enhanced by unifying themes and other creative methods.

- Develop benchmark assessments to determine student growth in reading, writing, math and science.

- 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; hands-on experimentation for science learning; and a social studies curriculum that is strong in historical and Constitutional studies with an emphasis

on community service.

- 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**: to provide students with basic skills that prepare them for future employment and provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century. This goal will be measured through career assessments and employer assessments of students who complete work related internships.

Objectives: Compass 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.

- Provide students with career exploration opportunities and work skill assessments.

- Enable high school students to establish internship experiences in the community.

Standard g. **The students are introduced to current technology.**

- **Goal:** to provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. Technology skills will be measured through teacher generated assessments and demonstration of technological understanding.

Objectives: Compass 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, data storage, and communication.

- Use computers and audio visual equipment to develop skills in broadcasting and journalism.

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 as measured by student community service logs as well as successful completion of internship hours and employer evaluations.

Objectives: Compass Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship within the community.

- 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 wise decisions.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

C. Policy of Internet Safety

CPCS 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.

D. Educational Programs and Services

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 of Directors, Administrator, 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 08.02.03.

E. Conclusion

In conclusion, Compass Public Charter School will establish a school philosophy, embraced by teachers, the administrator, students, and parents which holds that every child 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 their and other's educational experiences. Compass' academic program is designed to meet the needs of the students, not cater to the convenience of teachers, administrators, or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

3. Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

Compass Public Charter School will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement, and other appropriate tests and measures. As a school, CPCS will obtain adequate yearly progress (AYP) on the Idaho Standards Achievement Test (ISAT). After attending Compass Public Charter School for a period of three (3) consecutive academic years, 90% of students will perform at proficient or above on the ISAT. Those students not reading at grade level or computing grade level math will be identified for Response to Intervention (RTI) determination and may receive intervention as outlined in the Compass Public Charter Section III (E), page19.

A. 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. Compass Public Charter School 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 regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

1. Instruction Courses

At appropriate grade levels, instruction will include but not be limited to the following:

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

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

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

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

B. Other Required Instruction

1. Elementary School (Grades 1-6)

a. Other required instruction for all students and other required offerings include:
   1. Fine Arts (art and music)
   2. Health (wellness)
   3. Physical Education (fitness)

b. Additional instructional options as determined by CPCS include:
   1. Foreign Language (Spanish)

2. Middle School (Grades 7-8)

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. CPCS 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.

a. Other required instruction for all students include:
   1. Health (wellness)
   2. Physical Education (fitness)

b. Other required offerings of the school include:
   1. Fine & Performing Arts
   2. Vocational-Technical Education

c. Additional instruction options as determined by CPCS. For example:
   1. Spanish

3. High School (Grades 9 – 12)

Beginning in the 2007-2008 school year, Compass Public Charter School will offer the addition of a 9th – 12th grade high school program, beginning with a 9th grade the first year and adding one grade thereafter until 12th grade is reached. The high school program will be referred to as Compass Honors High School. The word "Honor" in the name exemplifies both the academic rigor as well as the honorable behavior expected from the students who attend the high school program. The emphasis of the high school's curriculum will be an honors level/college prep focus by adopting high graduation requirements with an increased student exposure to math and

science. By the 11th grade, students will be enrolled in concurrent college credit courses offered both at Compass as well as on the college campus.
The following are the graduation requirements at Compass Public Charter School (Compass Honors High School – CHHS):

Language Arts	9 credits
Mathematics	8 credits
Science	8 credits
Social Studies	9 credits
Humanities	4 credits
Health	1 credit
PE	1 credit
Career Focus Electives	8 credits
Electives	8 credits
Senior Project	Required including oral presentation, project, and written report.
College Entrance Exam	ACT, SAT, or COMPASS by the end of 11th grade.
TOTAL CREDITS	56 credits

In addition, concurrent credit coursework will be offered to high school students at CHHS with the goal being to help each graduating student who is planning to attend college to obtain college credits at the high school level.

Coursework will be designed to meet the requirements of the Northwest Regional accreditation and state standards. The curriculum will use the State of Idaho's educational standards as its foundation.

An internship program will be implemented during the 11th and 12th grades. This program will be career focused for the individual student and provide "real work" opportunities. Thirty hours in the internship program would equate to 1 credit of career focus electives. Students will be required to complete a final graded project as part of the internship program. In addition, students would be required to complete 50 hours of family and community service for each year in attendance. Fifty hours of service would equal 1 credit toward the graduation requirements. The family and community service projects would be developed by the student with guidance from the administrator, high school teachers, and parents.

All state testing for the high school grades will be conducted as required by the State Board of Education. Compass Public Charter School will meet at least the minimum requirements set by the State Board of Education and the No Child Left Behind Act to ensure that its students are taught by highly qualified teachers.

C. Comprehensive Assessment Program

Compass Public Charter School will use the State approved *Comprehensive Assessment Program* as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Standard it is intended to assess. In addition, Compass Public Charter School will use other assessment

mechanisms to measure student progress, achievement, and proficiency. Such mechanisms will include, but not be limited to, assessments for social studies, science, health and humanities, and will be developed to meet state rules by a qualified School Administrator and teaching team.

D. Scoring and Report Formats

In accordance with the Rules Governing Thoroughness, standardized test scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building summary, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

4. Measurable Student Progress: Ref. Idaho Code 33-5205 (3) (c) and (d)

A. Methods of Instruction

Compass Public Charter School's methods of instruction are based primarily on a "teach to the ceiling" philosophy with fast paced direct instruction. The Idaho State Standards are the floor. All students are encompassed in this method, and no child is left behind or left unchallenged. If a child doesn't understand a concept at first, they will eventually master it through daily repetition, assessment, and review. The focus isn't on when a child understands a concept, but rather that they will understand it in the end. This takes the desperation out of teaching and the anxiety out of learning. Direct instruction combined with individual student attention is the key to success at Compass Charter.

Teachers will be engaged in the act of direct 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.

<u>Class Size</u>
Although our total population will be small as compared to traditional public schools, 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. CPCS's total enrollment for K-12 will be 600 students. Kindergarten through 3rd grade will have 48 students per grade with two classes of each. 4th through 8th grade will have 56 students per grade with two classes of each and 9th-12th will have 35 students per grade. Class sizes may vary due to academic retention and/or enrollment retention from 8th to 9th grade. Due to State budget cuts and the Student's Come First plan to reduce discretionary funding in order to fund ear marked programs, CPCS will double each grade (two classes per grade) K-8 starting in the fall of 2011.

B. Methods of Assessment

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks and scoring rubrics are used to outline performance expectations. . The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. Gathering baseline data and offering periodic benchmark assessments is one way to evaluate student growth. Self-assessment is also used. As active participants in assessment of their own work, learners are encouraged to develop an intra-personal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a 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.

Performance will be assessed on at least three levels:

1. Student progress relative to previous performance will be assessed through work sample portfolios, written reports, individual and group projects, and/or via computer learning packages.
2. The students will be assessed on their attitudes and personal/academic habits through teacher evaluations of projects as well as parental input.
3. Performance will be assessed according to state developed standards.

C. Tracking of Students' Progress toward Mastery of State Standards Over Time

K-8 students are tested weekly in the following areas: Concept tests, Mad Minutes for math, reading comprehension. A Words-per-minute test is given in grades 1st - 3rd monthly to determine reading grade level. Results from the ISAT and IRI are also used to track a student's progress toward mastery of state standards over time.

D. Mastery Level

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

- Meet the statewide performance standards developed by the Idaho Department of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of CPCS will be tested with the same standardized tests as other Idaho public school students. CPCS will adopt the same requirements as the state for graduation. Students may be proficient by the 10th grade to graduate.

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

E. Remediation

Prompt additional help will be given to students who do not accomplish the following;

- obtain a level of Proficiency or demonstrate reasonable growth on state standardized tests.
- read at grade level by third grade
- score below the 25th percentile in math, reading, or language on curriculum based measures (CBM's)
- produce student work that depicts acquired, integrated, extended, refined and meaningful utilization of students
- reflect positive growth on the parent surveys done yearly on the child'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 done yearly on attitudes and habits toward task performance.

Special Note: Those students not reading at grade level or performing above the 25th percentile on curriculum based measures will be identified for response to intervention (RTI) and receive intervention as outlined in CPCS's RTI Procedural Manual.

5. Accreditation: Ref. Idaho Code 33-5205 (3) (e)

Compass Public Charter School will be accredited through the Northwest Association of Accredited Schools (NAAS) for the purpose of adding high school and offering college/high school concurrent credits.

6. Dissemination of Information to Teachers

The Harbor School Institute scheduled two-four day training sessions in the Harbor School method for all Compass teachers prior to the opening of the school.

Liberty Charter School is an open campus for any Compass Public Charter School teacher wishing to spend time in a Harbor classroom for additional observation.

Immersion Training - The Harbor Educational Institute believes that "seeing is believing" when it comes to training teachers in the implementation of the Harbor School Method. We use a strategy called Immersion Training. Teachers are immersed in the Harbor Method for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor School culture, the importance of pacing, and the reliability of high expectations for every student. Each day of training begins with a workshop on a particular aspect of the Harbor School Method. In addition teachers are given a Roadmap for Discovery that helps them maximize their observation time in the Harbor classroom. A mini-workshop is offered during lunch and each training day ends with an intensive question and answer session.

The Harbor Workshops offered during this training include:

Direct Instruction Methodology
The Math Concept Board
Language Arts
Vocabulary
Expectation Training (40 cards)
Classroom pacing
Rules and Reasons – student behavior plans
Memorization and Dramatization
Citizen of the Week/Citizen of the Month
Hall of Fame
High expectations for all students
Homework
Utilizing parent volunteers
Effective use of educational assistants
Modeling the Harbor School Method as a staff
Capturing teaching time

Each Compass teacher will be assigned a Harbor Certified Mentor Teacher for ongoing training throughout the year. The Harbor Educational Institute will also provide a certified Harbor teacher/trainer for thorough follow through on site at the Compass School site during the school year.

As Harbor Institute was dissolved in 2008, CPCS designated a staff member as our Culture Coordinator. The Culture Coordinator is responsible for ongoing professional development of Compass staff in both the Harbor Method® and our newly adopted philosophy of Love and Logic®.

7. Special Education: Ref. Idaho Code 33-5205 (3) (q)

If chartered by the Public Charter School Commission, CPCS plans to apply to the State Board of Education or any other agency required for LEA status.

CPCS 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").

CPCS shall comply with all applicable federal law in regard to services and education of English Language Learner ("ELL") students. CPCS shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance
- Develop a program that in the view of experts in the field, has reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

A. At-risk and Students with Disabilities

Students with disabilities will be served according to federal and state laws regarding special education including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. CPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. CPCS will adopt a non-discriminatory policy regarding admissions. Children with and without disabilities will be admitted to the school on the same basis, except that special education students may be exempt from academic proficiency, entrance requirements if the lack of proficiency has been caused by the student's disability. CPCS will provide a free, appropriate public education (FAPE) to all of its students.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). The school will hire a Special Education Coordinator to work with the IEP team. The IEP team will be comprised of the student's parent (or legal guardian), special education teacher (or service provider), general education teacher, a person qualified to interpret evaluation results, the student's transition services provider (if necessary), and others with special expertise (at the discretion of the parent).

Meetings conducted to review, modify, and implement a student's IEP will include the participation of the child's parent and child when appropriate. Parents will be expected to participate fully in all aspects of the IEP process including the identification, evaluation, eligibility, and IEP planning for their child. Transportation services will be provided as required by the student's IEP. Progress reporting for children with disabilities will be conducted on the same basis as for non-disabled students, and the school will develop a plan for participation of special education students in statewide assessments. Parents will be informed of their due process rights and responsibilities in writing, and the school will supply written notification of any special education meeting concerning their child. The school will secure the information consent from parents before special education evaluations are conducted and all aspects of the IEP process will remain confidential as required by IDEA and FERPA.

B. Assurances

CPCS will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990, that are applicable to it.

CPCS will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment
- Are involved in the development of and decisions regarding the IEP, along with their parents if the student is age fourteen (14) or older
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

CPCS will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include working with contracted service providers to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of CPCS's learning setting. The school may permit the special education coordinator to take on additional administrative or instructional duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990.

CPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

CPCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

CPCS's Special Education Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the Department of Education in order to permit such entities to comply with deferral law and regulation.

C. Gifted and Talented Students

CPCS shall identify and provide 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. CPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Cod3e 33-2003. The CPCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. CPCS will also utilize the services of the 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.

D. Limited English Proficiency Students

As a public school, CPCS is committed to serving all interested and eligible students. In addition to our rigorous phonics program, CPCS teachers will supplement the program to adapt to the needs of LEP students. If necessary, units can be re-arranged, mastery levels may be adjusted, assessments can be adapted, books printed in English substituted for other languages, etc. Teachers will be trained to identify LEP students. Teachers will learn how to ask appropriate questions and help parents identify problem areas as well as individual learning plans for LEP students.

8. Dual Enrollment: Ref. Idaho Code 33-5205 (3) ® and 33-203

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).

9. Governance Structure: Ref. Idaho Code 33-5205 (3) (f)

A. Organization

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

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

B. Corporation History

The Articles of Incorporation for Compass Public Charter School, Inc. were filed with the Secretary of the State of Idaho May 30, 2003. The SS-4, Application for Employer Identification Number, was submitted June 19, 2003. The 501(c)(3) will be completed upon approval of the charter.

C. Corporate Principals

The Corporate Principals of Compass Public Charter School Inc., as listed in the Articles of Incorporation, is as follows:

Susan M. Luke	Formerly Certified Elementary Teacher, BS in Elementary Education – Brigham Young University
Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Brooke J. Cohen	Co-owner of internet business, AS Office Education - Ricks College

Susan, Chris and Brooke are parents who are interested in providing the best educational opportunities for their children and they have identified the Harbor Method as the best way to do that. Because of the long waiting lists established at the existing Harbor schools across the Treasure Valley, the Compass Corporate Principals were willing to organize another Harbor School to benefit school-age children south of Interstate 84 within Joint School District No. 2.

All three Corporate Principals have experience managing small businesses. With the assistance of the Harbor Educational Institute, the administrator and staff of Liberty Charter School in Nampa, and the Idaho Charter Commission to oversee charter operations, the Corporate Principals are confident that a successful school will be formed and managed properly and according to all laws and regulations regarding public schools. The Principals will also adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

D. Governing Body

The original Governing Body consisted of the following:

Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Teri Dison	Owner of small business, ABSS Transcription and Office Support Services -- Information Systems, University of Phoenix
Bridget Barrus	Public Relations – Political Science, Boise State University
Becky Preece	Customer Service Office Manager for Scentsy, Inc.based in Meridian, ID
Eric Jensen	N.W. Rep for Scalamdre, Inc based in Seattle, Washington, Interior Design- Ricks College

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

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201) The Governing Body will adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

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

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

10. Liability Insurance: Ref. Idaho Code 33-5205 (4)

Compass Public Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Compass Public Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Compass Public Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Compass Public Charter School. Compass Public Charter School maintains insurance for liability, errors and omissions, and property loss. Compass Public Charter School will annually review and maintain insurance coverage that "mirrors" surrounding school districts. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and CPCS. Pursuant to Idaho Code § 33-5204(2), the Commission has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Commission does not act in the capacity of the board of trustees of a school district or perform any of the functions of a school district; rather, the Commission looks to the board of directors of the non-profit corporation, which operates the charter school, to perform the essential functions of a school district with respect to the charter school. Consequently, the Commission expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Commission or assumption by the Commission of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Commission by statute or rule of the State Board of Education. Compass Public Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

By granting of this charter, the Commission does not intend that any persons or entities other than the board of directors for Compass, or its successors and assigns, shall have any rights or remedies arising from this grant, and no third party rights are intended. Specifically, no party contracting with Compass is intended to have any rights arising from the grant of a charter, and any benefit accruing to any such third party is merely coincidental.

11. Parental Involvement: Ref. Idaho Code 33-5205 (3) (f)

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. CPCS 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 (PFA). Members of that committee will be elected annually by parents of student enrolled in the school according to policy to be set by the Board. The Parent Committee shall be authorized by the Board to make recommendations regarding any aspect of the school.

12. Admission Procedures: Ref. Idaho Code 33-5205 (3) (i)

CPCS 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 may choose to charge student fees as allowed by state law.

A. Enrollment Deadline

Compass Public Charter School will establish an enrollment deadline each year, by which date all requests for admission to attend Compass for the next school year must be received.

B. Requests For Admission

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

C. Admissions Procedures

Compass Public Charter School will establish admission preference as authorized by Section 33-5205(3)(i), Idaho Code, for students returning to Compass, for children of founders, and for siblings of students already selected to attend Compass.

D. Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for Compass Public Charter School will have the following selection hierarchy:

1. First, children of charter school founders (Corporate Principals, Governing Body, and Chairpersons of the organizing committees) not to exceed ten percent (10%) of student seats

2. Second, siblings of students already selected by the lottery or other random method

3. Third, applicants residing in the primary attendance area of CPCS

4. Fourth, all others as chosen through an equitable selection process such as by lottery or other random method.

The primary attendance area for Compass Public Charter shall the total boundary used by the Joint School District No. 2 for Lake Hazel Middle School, Meridian Middle School, and Sawtooth Middle School as of October 13, 2004. (See Attachment H) All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

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

E. Priority Preferences for Subsequent Enrollment Periods

Compass Public Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

1. First, to pupils returning to Compass in the second or any subsequent year of operation.

2. Second, to children of charter school founders (Original Corporate Principals, Governing Body, and Chairpersons of the original organizing committees) and children of full time empoyees for Compass Public Charter School, not to exceed ten percent (10%) of student seats.

3. Third, to siblings of pupils already enrolled in Compass Public Charter School.

4. Fourth, to prospective students residing in the attendance area of Compass Public Charter School.

5. Fifth, by an equitable selection process, such as by lottery or other random method.

F. Proposed Attendance list

Each year Compass Public Charter School will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which Compass will designate admission preferences applicable to each prospective student. The columns will designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

G. Equitable Selection Process

If the initial capacity of Compass 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 Compass will determine who will be offered admission to Compass by conducting a fair and equitable selection process. The selection process will be conducted as follows:

1. The name of each prospective student on the proposed attendance list will be individually affixed on a 3”x 5” index card. The index cards will be separated by grade. The selection process will be conducted one grade level at a time, with the order for each grade level selected randomly. The index card containing the names of the prospective students for the grade level being selected will be placed into a single container.

2. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container, and such person will 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.

3. If the name of the person selected is a returning student, then the letter “A” will be written on such index card. If the name of the person selected is the child of a founder or a full time CPCS employee, the letter “B” will 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 Compass, then the letter “C” will be written on such index card. If the name of the person resides in the attendance area of Compass, then the letter “D” will be written on such index card.

4. 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” will now be written on that person’s index card at this time.

5. With regard to the founder’s preference, a running tally will 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 Compass Public Charter School for the year at issue, then no additional index cards will be marked with the letter “B”, even if such person selected would otherwise be eligible for founder’s preference.

6. 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 containing no letters, based on the chronological order of the selection number written on each index card.

7. After the index cards have been sorted for each grade level, the names will be transferred by grade level, and in such order as preferences apply, to the final selection list.

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 Compass Public Charter School in that grade, and will be offered admission to Compass Public Charter School in such grade until all seats for that grade are filled.

I. Notification And Acceptance Process

1. Within seven days after conducting the selection process, Compass Public Charter School will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Compass Public Charter School. The offer letter must be signed by the student's parent or guardian, and returned to Compass by the date designated in the offer letter from Compass.

2. Within seven days after conducting the selection process, Compass Public 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 Compass 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.

J. 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 Compass Public 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 Compass Public 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 CPCS 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.

K. Amendments

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

13. Financial and Programmatic Audits: Ref. Idaho Code 33-5205 (3) (j)

CPCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted not later than October 15.

CPCS will also conduct a programmatic audit each year. The audit will be conducted as required by section 33-5205(3)(i), Idaho Code, and the conclusions will be reported to the Commission with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report shall also be included in an annual report to the authorized chartering entity and submitted not later than October 15.

14. Discipline, Suspension, Expulsion and Re-enrollment: Ref. Idaho Code 33-5205 (3) (k)

Compass Public Charter School has established discipline policies and procedures. The complete discipline policy is maintained in the CPSC Policy Manual and kept in the school's main office. An abbreviated version of the discipline policy is outlined in a Student Handbook that students and parents are required to sign acknowledging their awareness of discipline policies.
The core discipline procedure and policy follows the Love & Logic® philosophy of discipline: Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for students learning from their mistakes increase dramatically when students see a reasonable connection between their behavior and the resulting consequences.
Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.
The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural and logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process” hearing whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

BEHAVIOR CORRECTION
Corrective actions usually proceed as follows:
1. Classroom Intervention
2. Recovery – self-correct
3. Detention (lunch)
4. Disciplinary Action Report (DAR)
5. Suspension
6. Expulsion

To ensure uninterrupted learning, Compass Public Charter School maintains a policy of detentions and DAR’s with parental notification. The school’s goal is to work closely with parents to uphold standards of courtesy, respect and kind behavior. Compass Staff will apply corrective actions consistently. Consistency means that when there is a problem, it will be addressed; and that when there is misbehavior, it will be addressed. Consistency does not mean that everyone will react in the same way.

Safety and security rules include:

All rules related to safety and security is in effect at all times. Compass Public Charter School's philosophy *"is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place."*

- **Fighting -** Fighting is diametrically opposed to *"low threat"*. A fight is described as follows: Pushing, shoving, kicking, pulling, or physically connecting in an aggressive manner with another student. **Parents will be notified by the school administrator or designee of the fight (battery), proper authorities may also be contacted.**
- **Illegal/Inappropriate Possessions -** Any introduction of a weapon, an illegal drug, tobacco, alcohol or sexually explicit material will be treated as grounds for immediate expulsion. Any use of the same either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

Suspensions and expulsions will comply with Idaho Code 33-512. The Administrator or his/her designee may suspend a student for violation of school policy.. The CPCS Board must approve any expulsion. Students, parents or staff members may appeal the decision of the administrator to the Board. Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to be reenrolled, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct or other serious disciplinary problems. All other students wanting to be reenrolled are free to do so by reapplying through the lottery.

15. Public School Attendance Alternative: Ref. Idaho Code 33-5205 (3) (m)

Because Compass 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 Compass Public Charter School.

16. Proposed Operation: Ref. Idaho Code 33-5205 (4)

A. School/Facility Description

Compass Public Charter School plans to open in August of 2005. Grade organization will generally consist of traditional single-grade classrooms. The school calendar and hours of operation are based upon a modified schedule and shall meet state required hours of instruction. The school day is initially planned to begin at 8:30 AM and end at 3:00 PM. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board of Directors.

B. Facility Acquisition Plans

The goal of Compass Public Charter School is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. Compass Public Charter

School entered into a lease-purchase agreement in the spring of 2007 in order to purchase the facility formerly owned by Cherry Lane Christian Church (located at 2511 W. Cherry Lane, Meridian, Idaho) Improvements have been made to the facility to better serve the school's needs.

C. Certification

Compass Public Charter School shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and well being of the staff and students. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

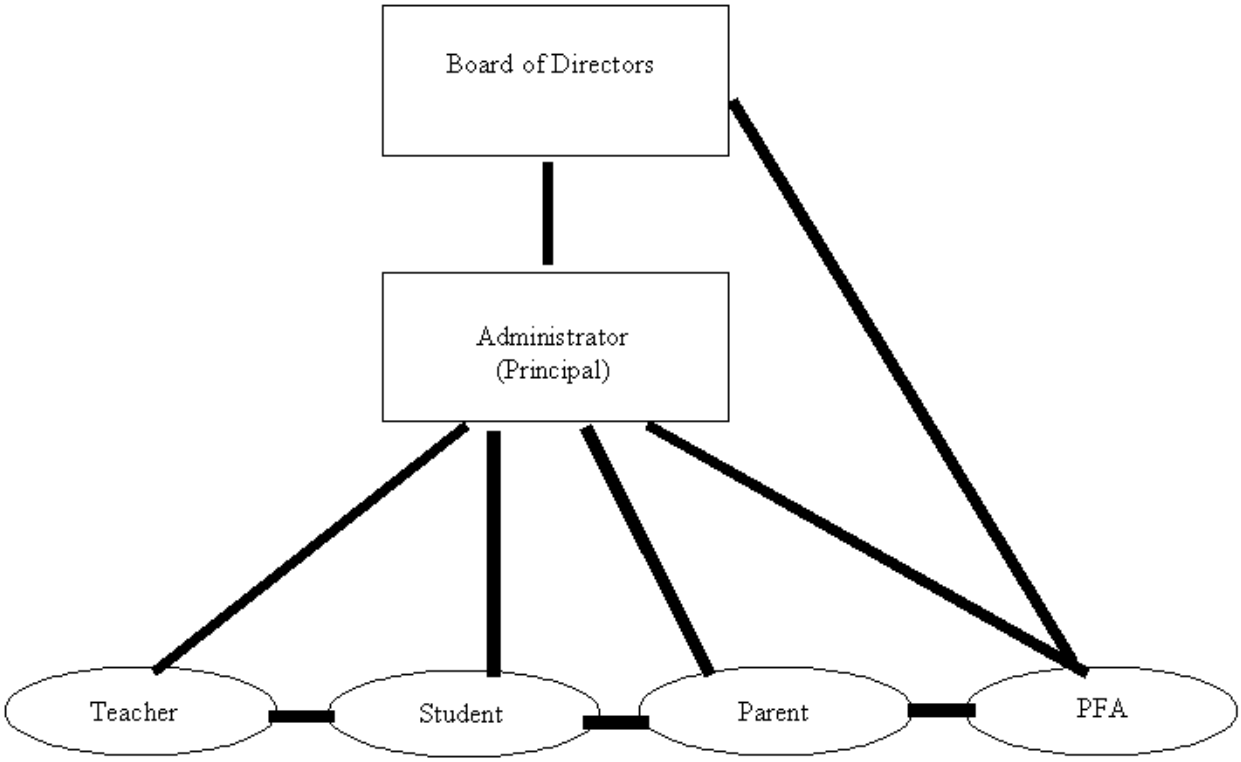
D. Proof of Insurances

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 shall be provided to the Commission no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

17. Administrative Services: Ref. Idaho Code 33-5205 (4)

A. Organization

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



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.

- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.

- The Board of Directors and PFA (Parent Faculty Association) of Compass Public Charter may provide consultation to the Principal regarding ongoing plans for the school.

- The Board will, when necessary, adjudicate disagreements between parents and the administration.

- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.

- The Principal supervises, directly or indirectly, all employees of the charter school.

B. Contracted Services
The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, speech therapy, counseling, I.T. technical support, or other business or educational services. A list of all contracts identifying the party with whom Compass has contracted, the length of the contract, and the expenditures required by the contract will be kept on record with the CPCS clerk of the board and available for review by the Commission.

Transportation
CPCS will contract with a local bus company to provide transportation services within the primary attendance area as finances allow. Transportation services provided by CPCS will comply with applicable statutes that require transportation services, including *Idaho Code 33-1006, 33-1501 to 1514, 33-5208, and 67-2806.*

Child Nutrition
The school nutrition program will operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of Idaho. The school will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.
The CPCS 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 shall be consistent with guidance from the State Department of Education.

C. Student Records

The school shall adopt policies to address the safekeeping of student records and will comply with Family Educational Rights and Privacy Act (FERPA).

18. Marketing Plan

Prospective students of Compass Public Charter School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be the total boundary used by the Joint School District No. 2 for Lake Hazel Middle School, Meridian Middle School, and Sawtooth Middle School as of October 13, 2004. (See Attachment H).

Compass Public Charter School plans to begin with an initial student body of 236 students in kindergarten through seventh grade. Eighth grade will be added the second year.

19. Advertising and Promotion Plan: Ref. Idaho Code 33-5205 (3) (s)

According to Idaho Code, all advertising and promotion processes for CPCS will include the dissemination of enrollment information, printed in both English and Spanish, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, CPCS 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; CPCS 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 Compass Public Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area using flyers upon administrative approval.
- Compass Public Charter School website that will introduce the Harbor Method, and other information about the school.
- Brochures promoting the curriculum and methods used at Compass Public Charter School.
- Public informational meetings about Compass Public Charter School held in accordance with Idaho Statute §67-23.
- Tours of the school we are modeled after (Liberty Public Charter School) arranged for all interested persons.
- The Harbor Method video made available.
- Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

The costs for implementing this plan will be approximately $3,000.

20. Personnel: Ref. Idaho Code 33-5205 (3) (g)

A. Staff Requirements

24 Total Staff, Year 1

Kindergarten	0.5 FTE
Grade 1	1.0 FTE
Grade 2	1.0 FTE
Grade 3	1.0 FTE
Grade 4	1.0 FTE
Grade 5	1.0 FTE
Grade 6	1.0 FTE
Grade 7	1.0 FTE
Music	0.5 FTE
PE	0.5 FTE
Science	0 (.7 FTE Science will start year 2)
Special Education	0.5 FTE
Administrator	1.0 FTE
Non-certified	4.5 FTE (part time personnel – 9 staff)
	2.0 FTE

B. Staff Qualifications

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

- All individuals to be employed by Compass Public Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.

- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.

- Compass Public 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 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 and subject to Board approval. Student/Teachers rations established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

- An experienced Business Manager will be hired to be responsible for payroll, data entry, and records management.

C. Salary

The salary schedule for instructional personnel will be on experience:

35,000	Year 1 – 5
45,000	Year 6 – 10
55,000	Year 11 +
60,000	Maximum Credits/Experience
60,000	Administrator – Year 1
72,750	Administrator – Year 2
75,000	Administrator – Year 3
10.00/hour	Educational Assistant

The school may adjust the salary schedule as needed to ensure the best possible staffing and financial security for the school.

D. Health and Safety: Idaho Code 33- Ref 5205 (3) (h)

The school keeps on record certification that the facilities used meet all requirements for health, safety, fire. The school conducts regular inspections of the facilities by authorized inspectors for the aforementioned compliance as required by local and state laws and rules. Any certifications or reports resulting from the inspections shall be provided to the authorized chartering entity within 10 days of receipt.

The school has established discipline policies designed to ensure the safety and well being of staff and students that include but aren't limited to a zero tolerance policy for weapons, drugs, alcohol and violence (further detail in section 14).

E. Benefits: Ref. Idaho Code 33-5205 (3) (l)

All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Compass Public Charter School will make all employer contributions as required by PERSI, and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. CPCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board may establish other benefits.

F. Recruiting

Recruiting of teachers will be primarily through newspaper advertisements. Compass Public Charter School will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. Interviews will be conducted by the Administrator.

G. Employee Transfer Rights: Ref. Idaho Code 33-5205 (3) (n)

The transfer rights of an employee choosing to work in a public charter school and the rights of such employees to return to any noncharter school in the school district after employment at a public charter school authorized by the Commission, instead of a school district, are not clear.

H. Collective Bargaining: Ref. Idaho Code 33-5205 (3) (o)

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

21. Resolution of Disputes: Ref. Idaho Code 33-5205 (3) (p)

It is the responsibility of the board of directors of Compass Public Charter School to maintain communications with the Commission regarding any changes, problems, or difficulties in the operations of the school.

The public Charter School Commission and Compass Public Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Commission for notice of defect and submission of a corrective action plan.

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

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

201

ARTICLES OF INCORPORATION

(Non-Profit)

(Instructions on back of application)

03 MAY 30 PM 4:31
SECRETARY OF STATE
STATE OF IDAHO

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 State.

Article 1: The name of the corporation shall be:

Compass Charter School, Inc.

Article 2: The purpose for which the corporation is organized is:

The corporation is organized exclusively for educational purposes, including the teaching of children.

Article 3: The street address of the registered office is: 2870 S. Goldbar Ave., Meridian, ID 83642

and the registered agent at such address is: Eric D. Jensen

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Eric D. Jensen - 2870 S. Goldbar Ave., Meridian, ID 83642

Troy L. Abegglen - 2747 S. Basin Creek, Meridian, ID 83642

Brooke J. Cohen - 2168 E. Mackay Ct., Meridian, ID 83642

Article 5: The name(s) and address(es) of the incorporator(s):

Eric D. Jensen - 2870 S. Goldbar Ave., Meridian, ID 83642

Troy L. Abegglen - 2747 S. Basin Creek, Meridian, ID 83642

Brooke J. Cohen - 2168 E. Mackay Ct., Meridian, ID 83642

Article 6: The mailing address of the corporation shall be:

2870 S. Goldbar Ave., Meridian, ID 83642

Article 7: The corporation (☐ does ☑ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:

Upon dissolution, assets shall be distributed to creditors. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations, or corporations which are organized and operated exclusively for educational purposes, or to a state or local government for public purpose as determined by the Board.

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

Signatures of all incorporators:

Eric D. Jensen
Typed Name:

Troy L. Abegglen
Typed Name:

Brooke J. Cohen
Typed Name:

Typed Name:

Typed Name:

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Revised 07/2002

FILED EFFECTIVE

ARTICLES OF AMENDMENT
(Non-profit)

2003 SEP 22 AM 8:54
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:

   Compass Charter School, Inc.

2. The text of each amendment is as follows:

   The above name shall be changed to include the word Public. The name of the above corporation will be as follows: Compass Public Charter School, Inc. Any documents that refer or pertain to Compass Charter School shall hereby be deemed to refer or pertain to Compass Public Charter School.

3. The date of adoption of the amendment(s) was: September 18, 2003

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: Five (5)
   b. The number of directors that voted for each amendment was: Five (5)
   c. The number of directors that voted against each amendment was: Zero (0)

   ☐ 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: _____

Customer Acct #:
(If using pre-paid account)

Secretary of State use only

Dated: September 18, 2003
Signature: [signature]
Typed Name: Eric D. Jensen
Capacity: President

g:\corp\corpforms\arts of amendment_np.p65
Revised07/2002
Web Form

IDAHO SECRETARY OF STATE
09/22/2003 05:00
CK: 5277 CT: 170422 BH: 702776
1 @ 30.00 = 30.00 NON PROF A # 2

C149452

BYLAWS
OF
COMPASS PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation
As Amended March 10, 2011

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 come.

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

Sections 4.3 (d) and (e). Thereafter, appointments and elections shall take place annually at the May Board meeting open to the public. Each year, candidates shall be required to fill out and submit an application no later than thirty (30) days prior to the board meeting at which the appointments and elections take place.

(d) Directors #1 through #4 inclusive shall each be appointed by a majority vote of the current Board of Directors and founders of Compass Public Charter School. Founders of Compass Public Charter School are defined as one or more of the following: A person (1) serving as a board member or chair person (including co-chair persons) at the time of the initial lottery (2) who has contributed no less than 100 total hours with a minimum of 10 hours monthly, documented and reported, and thereafter approved by a member of the Board of Directors, prior to the initial lottery for Compass Public Charter School; or any person employed by Compass Public Charter School at the time of the initial lottery, including administrators, teachers, and staff.

(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 May board meeting.

(f) If a candidate is nominated by committee, as set forth in Section 4.3 (h) (ii), but does not receive a majority vote as set forth in Section 4.3 (d), the candidate shall not be appointed. Instead, the nominating committee shall repeat the process for nominating a candidate as established in the charter, and all applicable Sections of the appointment process as set forth in these Bylaws, except the thirty (30) day application deadline, shall apply so that a vote can be taken at the first general board meeting following the May board meeting..

(g) At the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, and at all annual meetings thereafter, Directors shall be elected in accordance with the provisions of Section 4.3 (h).

(h) Directors for Compass Public Charter School will be elected to fill vacancies on the Board by the process outlined below:

i. All Board of Directors applicants will be required to fill out and submit an application no later than thirty days prior to the date of election.
ii. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is appointed and approved by the Charter School Board of Directors. The committee shall consist of staff members or employees, parents of students attending the school, organizing members and founders of Compass Public Charter School, and/or members of the Board of Directors.
iii. The committee will then nominate candidates for each open position.
iv. No more then three candidates per position shall be nominated.
v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following: a parent of a child attending the school; staff members or employees of Compass Public Charter

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 number of Directors constituting the Board of the Corporation shall be not less than five (5) or 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. Each Director shall be required to submit official fingerprint cards and criminal background checks to Compass Public Charter School upon appointment or election to his/her position on the Board.

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 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, Director #3, and Director #4 shall each be appointed to a two (2) year term of office as set forth below. Director #2 shall be appointed to an initial term of three (3) years, and subsequent terms of two (2) years as set forth below. Directors #5 through #7 inclusive shall each be elected to a two (2) year term as set forth below.

(b) Prior to the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Compass Public Charter School to serve until Director positions become vacant according to Section 4.4 as set forth below.

(c) At the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, Directors shall be appointed in accordance with the provisions of

School; Compass Public Charter School board members and founders of the Charter School. Voting is limited to one vote per enrolled registered family at Compass Public Charter School.

vi. The time, date, and location of all elections will be advertised by Compass Public Charter School using, but not limited to, the following methods; public service announcements in newspapers and sending notification home with students.

vii. 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.

viii. If no candidate exists for an available elected position thirty (30) days prior to the scheduled election meeting, that position may be deemed by the nominating committee an appointed position for a single term immediately following the May meeting and all applicable Sections and subsections shall apply.

(i) Campaigning for Board of Director positions shall not be permitted on school premises during regular school hours.

Section 4.4 Term

(a) For the purpose of establishing staggered terms of office, the initial term of office for appointed Director #2 shall be three (3) years and thereafter shall be two (2) years; the term of office for all other appointed and elected Directors shall be two years. Directors #1, #2, #4, #6 and #7 shall be appointed or elected at the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, and Directors #3 and #5 shall be appointed or elected the following year.

(b) Each Director shall serve until the annual meeting of the Corporation which follows the election or appointment of the 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 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 meeting 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 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 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 4.8 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 4.11 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 shall be held each year on the second Thursday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. The election and appointment of Directors shall be held annually, pursuant to these Bylaws, at the May Board meeting open to the public.

Section 5.3 Monthly Meetings
Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled 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 Corporation's principal office or on the Corporation's website at least three (3) days, and not more than ten (10) days, prior to the meeting.

ARTICLE 6
DEFINITIONS AND DUTIES OF DIRECTORS AND OFFICERS

Section 6.1 Directors
(c) The Board shall consist of not less than five (5) or more than seven (7) Directors. At each annual meeting, the newly appointed and elected Board of Directors shall determine which Director shall serve in the following capacities: 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. Each Director shall serve until the Board of Directors duly determine his/her successor at the next annual meeting of the Corporation.

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. 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 Compass Public Charter School or a Board Director for an affiliate Harbor School, and (2) shall be specifically supportive of the original Harbor vision for Compass Public Charter School.

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 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 Compass Public Charter School.

(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 Other Directors

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

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 Article 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 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 Section 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more non profit funds, foundations, or corporations which are organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for 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 shall not take effect until so 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 date of the amendment.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Compass Public Charter School, Inc., and Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on Jan 9, 2014 (date).

Board Chair

Appendix E: Board Roster

Compass Public Charter School
February 13, 2014

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Michael Adolf	Chairman	07/12-07/14	madolf@compasscharter.org	(208)887-7630
Jason Hessing	Secretary	07/13-07/15	jhessing@compasscharter.org	(208)440-1535
Rich Fairbanks	Treasurer	07/13-07/15	rfairbanks@compasscharter.org	(208)288-5734
Jim Escobar	Vice-chairman	07/12-07/14	jescobar@compasscharter.org	(208)546-2824
Stephen Pratt	Director	07/13-07/15	spratt@compasscharter.org	(208)283-4508

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Compass Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

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	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	
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

		Result	Points Possible	Points Earned
Measure 1	**Is the school providing an engaging learning environment?**			
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey		150	
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey		120	
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey		60	
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey		0	
				0.00

Notes

4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 1 through 11 about the school's learning environment will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.

		Result	Points Possible	Points Earned
Measure 2	**Is the school providing a safe, positive school culture?**			
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey		150	
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey		120	
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey		60	
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey		0	
				0.00

Notes

4th-12th grade students' will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.

		Result	Points Possible	Points Earned
Measure 3	**Is the school preparing students for college through concurrent college credit opportunities?**			
	Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.		200	
	Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.		160	
	Does Not Meet Standard: 40% to 59% of graduating seniors will have completed 17 or more concurrent college credits.		80	
	Falls Far Below Standard: Less than 40% of graduating seniors will have completed 17 or more concurrent college credits.		0	
				0.00

Notes Compass will report this data to the PCSC no later than October 15 of each year.

		Result	Points Possible	Points Earned
Measure 4	**Does the school's college preparatory focus result in strong postsecondary enrollment?**			
	Exceeds Standard: 85% to 100% of graduating seniors enroll in a post secondary program within five months of graduation.		200	
	Meets Standard: 70% to 84% of graduating seniors enroll in a post secondary program within five months of graduation.		160	
	Does Not Meet Standard: 50% to 69% of graduating seniors enroll in a post secondary program within five months of graduation.		80	
	Falls Far Below Standard: Less than 50% of graduating seniors enroll in a post secondary program within five months of graduation.		0	
				0.00
Notes	Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post secondary program" will include those who enroll in a university, college, or career-technical program. Compass will report this data to the PCSC no later October 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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

		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

		Result	Points Possible	Points Earned
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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

	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

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**			
	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				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	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				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	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				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	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

		Result	Points Possible	Points Earned
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**			
	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				

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
	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				

		Result	Points Possible	Points Earned
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**	**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				

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
	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				

COMPASS 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
Engaging Learning Environment	1				150	9%	**0.00**
Safe, Positive School Culture	2				150	9%	**0.00**
Concurrent Credits	3				200	11%	**0.00**
Postsecondary Enrollment	4				200	11%	**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%**

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	

Compass School Climate Survey

		0	1	2	3	4
	Learning Environment	**Strongly Disagree**	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
1	Learning targets are clear and attainable for students.					
2	Teachers use different methods of teaching to make learning interesting.					
3	Teachers encourage students to succeed.					
4	Teachers expect students to take responsibility for their school work.					
5	Instruction is active, learner-centered, and challenging.					
6	I have learned to work cooperatively and as a member of a team.					
7	I am encouraged to set goals for my learning and reflect on my progress.					
8	I consistently feel as though I am learning subjects in-depth.					
9	Teachers promote the view that intelligence and ability are the result of students' effort and are not fixed. The major focus is on process over product.					
10	School-wide rewards usually focus on student effort and contribution and less on being the top performer.					
11	Teachers share commonly high expectations for all students.					
	Attitude & Culture	**Strongly Disagree**	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
12	I am comfortable expressing my ideas and opinions during a class discussion.					
13	The school has a clear mission and it is apparent that school activities are aligned to the mission.					
14	Teachers treat students with respect and kindness.					
15	The adults in the school model respect and kindness in how they treat each other.					
16	I feel as though I am part of a community.					
17	I speak about the school in proud, positive terms.					
18	I mostly feel listened to, represented, and that I have a voice.					
19	I feel a sense of belonging to something larger.					
20	I feel welcome and comfortable in talking to adults and/or peer leaders.					
21	I show respect to others and they show respect to me.					
22	The school provides a safe and comfortable environment to learn in.					

	Discipline	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
23	I readily accept and adhear to the "one school rule."					
24	It is evident from student behavior that there are clear expectations for behavior.					
25	Most teachers use fair discipline strategies with logical consequences and refrain from punishments or shaming.					
26	I am encouraged to consider solutions to my own problems.					
27	Management strategies consistently promote increased student self-direction over time.					
28	Small behavior issues are dealt with before they develop in to larger behavior issues.					
	Community & Civic Responsibility	**Strongly Disagree**	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
29	Service learning efforts are regular, promoting student learning and positive community-relations.					
30	Volunteers are consistently visible in the school and noticeably appreciated.					
31	School events create a sense of community.					
32	Teachers provide opportunities for students to contribute through service projects within the classroom.					
33	Older students in the school recognize the importance of modeling positive behavior for the younger students.					
34	I am consistently encouraged to contribute to the positive culture through my acts and deeds.					
35	I feel like I can make a difference in my school and community.					
36	Helping other people is something everyone should do, including myself.					
37	I try to think of ways that I can help/contribute to my school and community.					
38	It makes me feel good when I help others.					

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

Compass Charter School, Inc., commonly known as Compass Public Charter School, will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Policy 3010

Registration/Enrollment Policy

Once a student has accepted enrollment through the lottery or wait list, they must complete and submit student registration records as the final step to enrollment. Students who have not completed and submitted registration documents, thus establishing an official student record of enrollment, by the late registration date may forfeit their seat.

Compass Public Charter School (CPCS)/Compass Honors High School (CHHS) is a school of choice with a unique vision, mission, and purpose. In an effort to ensure that prospective students and their parent(s)/legal guardian(s) are aware of the requirements and expectations of CPCS/CHHS, an informational meeting may be arranged at the request of the CPCS/CHHS administrator, a prospective student, or their parent(s)/legal guardian(s).

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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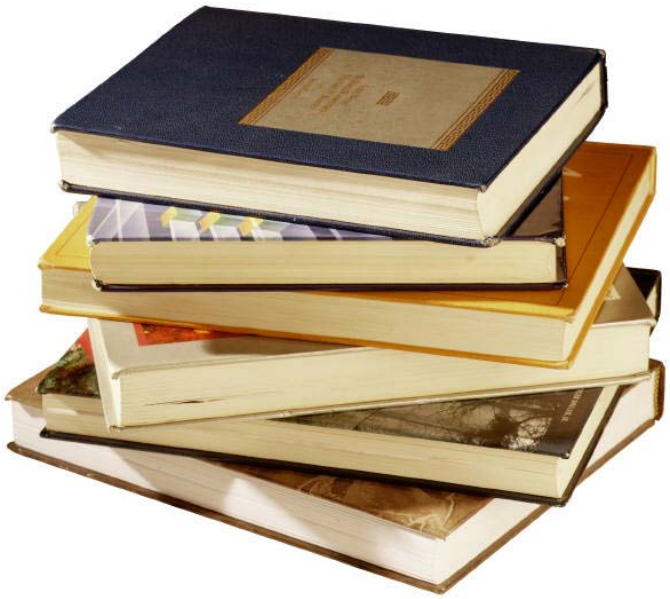


Introduction

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.

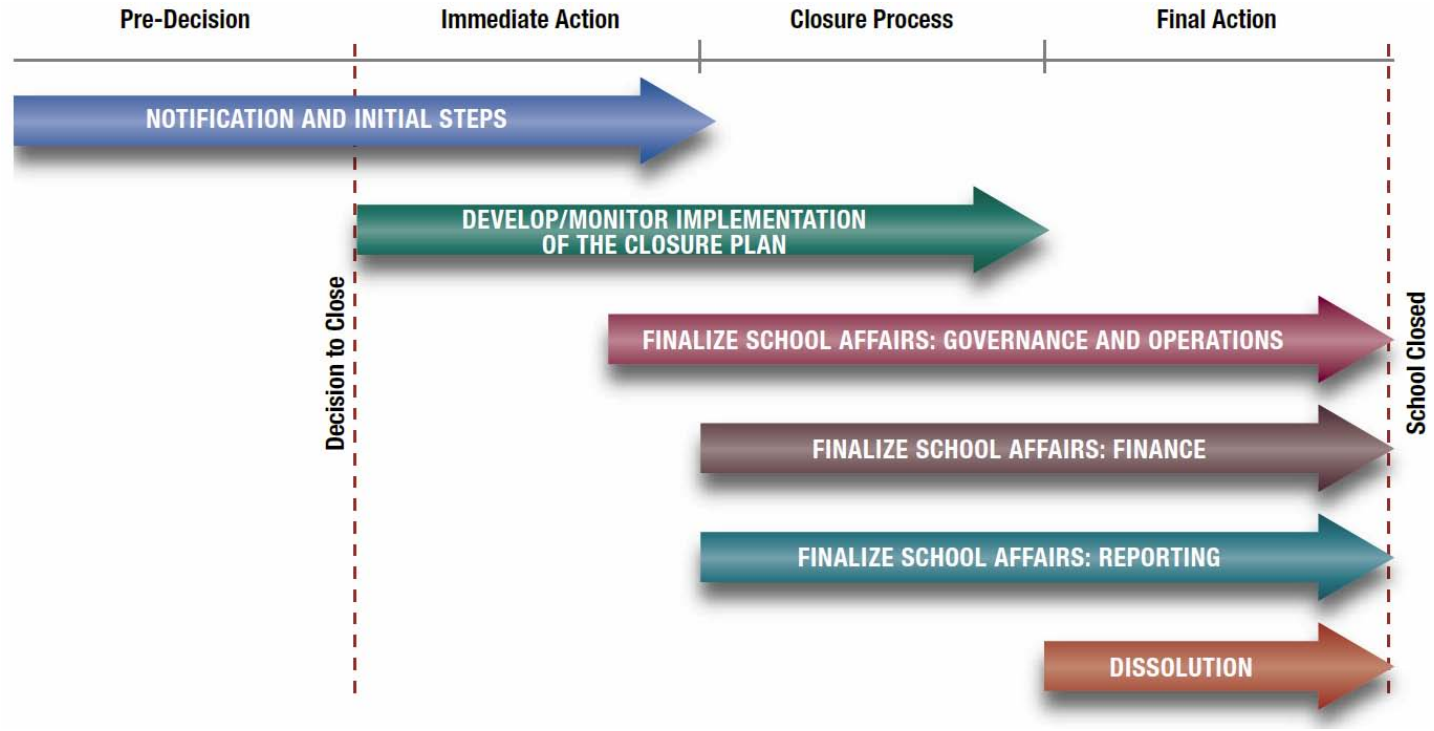
Endnotes

[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]

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of February, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Blackfoot Charter Community Learning Center, Incorporated (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 28, 2010, the Authorizer approved a petition for the transfer of authorization of the School from the Nampa School District Board to the Authorizer; and

WHEREAS, the School began operations in the year 2000; 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 2000 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 February 13, 2014, and shall continue through June 30, 2019, 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: To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.

B. **Grades Served.** The School may serve students in Kindergarten through grade 5.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the

challenge each student at a level that will maximize learning.

- Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.

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 378 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

The school will enroll approximately 63 students per grade level.

BCCLC's enrollment cap, strategic growth plan, and enrollment lottery will be implemented as described in tab 2 of the approved charter, which is incorporated into this agreement as Appendix B.

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.** 2801 Hunters Loop, Blackfoot, ID 83221. 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: Blackfoot School District #55

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 February 13, 2014.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Blackfoot Charter Community Learning Center, Inc. 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
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Appendix G: Authorizer Policies
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Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Blackfoot Charter Community Learning Center, Inc.
February 13, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Blackfoot Charter Community Learning Center

With Blackfoot School District #55 as its Primary Attendance Area

Revised Petition to

Transfer Authorizing Authority

From Blackfoot School District to

Idaho Public Charter School Commission

Submitted December 4, 2009

Revised Dec 22, 2009

Additional Second Revision January 21, March 16, 2010

Blackfoot Charter Community Learning Center

2801 Hunters Loop

Blackfoot, Idaho 83221

Contact Person:
John Heintzelman, Chairman
Blackfoot Charter Community Learning Center
Board of Directors
485 W. Riverton Road
Blackfoot, Idaho 83221
Phone: 208-680-2401
Fax: 208-782-1330
jheintze@yahoo.com

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Signatures of Qualified Electors

See Appendix A.

Mission Statement

The mission of the Blackfoot Charter Community Learning Center is to know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.

Vision Statement

The vision of Blackfoot Charter Community Learning Center is to create a school that incorporates the very best instructional techniques supported by brain-based learning research. All learning activities will focus on the individual needs of each student. Our goal is to create a school where learning is fun, challenging, and meaningful to each individual. Students will gain a strong sense of self-worth and a respect for others as they receive a solid academic foundation. The academic program at BCCLC will prepare them to become active listeners, critical readers, proficient writers and competent problem solvers.

TAB 2
PROPOSED OPERATION AND POTENTIAL EFFECTS FOR THE PUBLIC CHARTER SCHOOL

Facilities

In 2005, Blackfoot Charter Community Learning Center moved into its newly constructed building at 2801 Hunters Loop, Blackfoot, Idaho. This 8,300 square foot facility includes eight classrooms, 6 offices, a media center, a commons/cafeteria area, restrooms, a faculty workroom, a large, fenced playground and a paved parking lot. There is room to expand through constructing additional classrooms or even adding portable classrooms on site.

Primary Attendance Area

The primary attendance area is the Blackfoot School District; however, students from other areas may be enrolled as per Idaho Code Section 33-5205(3) (j).

Effects of Enrollment Growth

Between fall 2009 and spring 2012, BCCLC's waiting list has remained at about 150, even though the school has added about 100 new students. Based on actual student addresses from the spring 2012 waiting list, it is anticipated that 41% of BCCLC**'s** new growth will come from surrounding school districts, not Blackfoot. There is no elementary charter school option available in the Snake River, Firth, or Shelley School Districts. Many parents from these areas have placed their students on the BCCLC waiting list, even though little chance exists for them to be enrolled.

Enrollment Cap

BCCLC's enrollment cap is 378 students in grades K-6. The enrollment for 2011-2012 is 220 students. The school will enroll approximately 63 students per grade level as indicated in the chart below.-The strategic plan for growth will be a gradual process, adding no more than two new support units per year between the 2012-2013 school year and the 2016-2017 school year. The actual number of students in each grade level may vary somewhat from the projections in the chart below, but total enrollment will not exceed the projected totals for any given year.

Strategic Growth Plan

Classes at BCCLC are multi-age; students are assigned to classrooms based on the best placements to meet their individual needs. BCCLC's annual enrollment lottery is based on the actual, age-based grade levels of students. That is, students who would be in a given grade at a traditional public school are considered members of that grade for purposes of the enrollment lottery. Each year, students will be selected to fill available seats in accordance with the enrollment caps provided in the chart below.

A list containing the number of grade level openings will be publically posted prior to the lottery each year. Enrollment caps are based on the actual age-based grades of students regardless of classroom placement.

BCCLC's current facilities can accommodate enrollment growth up through the 2013-14 school year. The goal is to house students at the current facility for the next five years by adding modular classrooms. Due to classroom space issues, unless special arrangements such as IEP's or parental requests mandate otherwise, sixth grade students will attend Idaho Science and Technology Charter School.

Projected BCCLC Grade Enrollment

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
grade	enrolled	enrolled	enrolled	enrolled	enrolled	enrolled
K	64	63	63	63	63	63
1	44	63	63	63	63	63
2	40	44	63	63	63	63
3	27	40	44	63	63	63
4	28	27	40	44	63	63
5	17	28	27	40	44	63
Total:	220	265	300	336	359	378

Administrative Services

Administrative services are provided by the school Director, with support from the Board of Directors. A full-time secretary handles paperwork and required reporting, and a part-time business manager takes care of the school's fiscal affairs. The Director coordinates with the Charter School Board of Directors, and determines the day-to-day operations of BCCLC.

An independent financial audit is performed each year by an independent, non-affiliated auditor. (Not affiliated with BCCLC). Annual programmatic operations and financial reports are prepared and presented to the Board of Directors and Charter Commission as required.

The Director also serves as the liaison between the Board of Directors, the Idaho Charter School Commission (when appropriate) and parents. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, and donations. The BCCLC board is ultimately responsible to the Commission and at least one member will be present (in person or via teleconference) at every Commission meeting for which BCCLC is on the agenda.

Potential Civil Liability and Insurance Coverage

BCCLC insures its interests against damage and for liability exposures. Liability and property insurance coverage is similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Public Charter School Commission each time it is renewed. The school will maintain policies of general liability insurance and insure all assets as

required by the State. The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of this charter school, except as may be provided in an agreement or contract between the state and Blackfoot Charter Community Learning Center.

TAB 3

EDUCATIONAL PROGRAM AND GOALS;

FULFILMENT OF EDUCATIONAL THOROUGHNESS

STANDARDS 33-1612 & 33-5205(3)(a)

Thoroughness Standards (Idaho Code 33-1612)

Blackfoot Charter Community Learning Center fulfills all thoroughness standards identified in Idaho Code 33-1612. The school has established a system of instruction that addresses the following standards:

***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: Blackfoot Charter Community Learning Center will:

- Emphasize creating a positive school climate and not punitive rules and regulations.
- Make expectations clear, teach appropriate behaviors, and foster responsible decision-making skills.
- Establish and maintain consistent rules based on age-appropriate behavior.
- Empower educators with the responsibility to maintain classroom discipline.
- Provide early intervention and correction of unacceptable behavior.
- Help teachers to maintain orderly classroom conduct necessary for teaching and learning.
- Develop and maintain a staff/student handbook that provides rules and guidelines for physical safety. These guidelines include procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Maintain a facility and adopted policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools; these are regularly 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 and maintain 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: Blackfoot Charter Community Learning Center has:

- Developed and will maintain policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Continues to refine our character education program, where basic values and manners are taught through the curriculum. Character education is the deliberate effort to help students to understand, care about, and act upon core ethical values. Destructive youth behavior such as violence, dishonesty, selfishness, lack of respect for authority, poor work habits, and limited self-discipline have one thing in common, that is the absence of good character. Schools have the responsibility to help students cultivate basic values that will guide their behavior.
- Developed and will continue to maintain a student handbook that provides a code of conduct that includes clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Staff will continue to teach appropriate behaviors and foster responsible decision-making skills.
- Established and will 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: BCCLC will provide opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Blackfoot Charter Community Learning Center will:

- Emphasize the importance of adults modeling essential 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.
- Help students clarify their values and build personal bonds and responsibilities to one another.
- Promote and reward efforts of hard work maintained in students' zone of development.

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: Blackfoot Charter Community Learning Center 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: At the age appropriate level, develop an educated citizenry for the 21st century through a dynamic, interactive academic program where the pacing pace 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: Blackfoot Charter Community Learning Center will:

- Use the content standards as a starting point. These are enhanced by a focus on meeting all national academic achievement standards.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, methods of instruction that employ technology are used throughout the curriculum. This includes a strong emphasis in areas such teaching math through direct instruction and the Mathematical Thinking for Instruction model, hands-on experimentation for science, multiple small group and cooperative learning experiences, and the integration of resources such as the INL and other local industries into classroom and field instruction.
- Students, parents, and educators work together to develop a Personalized Learning Goal for each student. This will consider the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra help, multiple methods, and multiple environments.
- Use field trips and career development discussions are used, as needed.

***Standard f*. The skills necessary for the students to enter the work force 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 for higher education and to enter future education and the work force with a solid foundation of knowledge and skills.

Objectives: Blackfoot Charter Community Learning Center will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Provide a technology-rich environment that supports and encourages the effective use of technology as a learning tool.
- 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.

- 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: Blackfoot Charter Community Learning Center will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, 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: Blackfoot Charter Community Learning Center will:

- 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.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Blackfoot Charter Community Learning Center will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the schools expanded curriculum and resources. Instruction of the curriculum is 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, has created an environment allowing peace of mind and maximizing learning potential.

Defining an Educated Person

An educated student is one who is prepared for a life where technology and science are an integral part of everyday activities and career opportunities. The modern world requires a solid foundation in the core curricular curriculum areas, environmental understanding, and an in-depth knowledge of technologies. In addition, children need the ability to accept personal responsibility, work cooperatively as a team member, and possess the ability to solve complex problems.

When Learning Best Occurs

Blackfoot Charter Community Learning Center believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Blackfoot Charter Community Learning Center's core educational philosophy is that learning best occurs when:

- students see the connection between what they learn and the real world
- students are actively engaged in hands-on and practical tasks
- learning activities are integrated, meaningful, and applicable
- learners students work both individually and as responsible members of a group
- students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- learners students are expected to master challenging knowledge and skills
- learning goals are individualized and advanced learning opportunities are available
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

Personal Learning Goals

At the beginning of each school year and at each parent/teacher conference, Personal Learning Goals will be established and/or reviewed for each student. While younger elementary children may lack the ability to significantly participate, by second grade most are able to contribute, t. This ability increases significantly with each succeeding year. In addition to helping students develop and understand individual learning goals, teachers provide support for learners students to set goals, track_progress, and obtain appropriate materials. In order for learning goals to be effective they must be:

- Specific
- Measurable
- Challenging
- Reliable
- and have a completion date

BCCLC is committed to the concept that during the elementary years, each student has the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right

to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

Instructional Methods

Blackfoot Charter Community Learning Center 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. BCCLC uses both common and uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Blackfoot Charter Community Learning Center plans to use the specific methods mentioned earlier (see "Standard e" in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

1. Hands-on learning: An educated learner needs to know clearly defined skills and concepts that often can best be learned through hands-on experience. The traditionally approach is often predominately lecture-based. The Charter School will emphasize hands-on as well as computer and other technology-based learning to provide the opportunity for as much hands-on learning as possible.
2. 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.
3. 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.
4. 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.

Learning to apply the methodology and utilize technology will constitute a critical component of BCCLC's overall program. Professional development is a critical component of the BCCLC program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. This high level of professional development will occur through the following:

- Hiring new teachers well before the beginning of each new school year, and begin pre-service training
- extensive teacher mentoring
- a four day student week, with every Fridays set aside for targeted professional development
- teams of teachers who work cooperatively, and are provided structured team planning, mentoring, and professional development time

- opportunities for teachers to observe and work directly in the classroom with other teachers
-

The educational program at BCCLC is formed around three concepts:

1. Brain Based Research.
   - Teachers will present material that is active, engaging, and has immediate application. This information is built upon prior knowledge so the brain will have something to attach new learning to. Learning is a process of forming neural networks through the recognition of patterns. Patterns develop from experience and through large amounts of input to the brain; hence, teachers will develop and present lessons that immerse students into areas of high interest throughout the curriculum.
   - Music and motor development are an important in part of the educational program, and are used utilized to increase the academic performance of each student.

2. Interdisciplinary Approach
   - The single subject textbook format has been replaced by an integrated brain brain-compatible method of wholes to parts. Students tend to learn more, and learn better more effectively when they study subjects in association with each other, and when they understand that all knowledge is related. Learning environments are created that fully immerse students in a learning experience.
   - The school has adopted an interdisciplinary curriculum that is developmentally appropriate, and makes establishes connections to the real world.

3. Flexible Student Grouping
   - This allows BCCLC opportunities to structure each day, and each student into learning groups, which encourages them to achieve their personal best. Flexible groups allow students to progress at their own pace, accelerating when possible, and reviewing when necessary.

Curriculum Overview

All students participate in a common core of learning that fulfills 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 Blackfoot Charter Community Learning Center to remain aligned with the goals and objectives of the Idaho Thoroughness Standards.

BCCLC students:

- develop strong reading fluency and comprehension skills
- develop well defined oral and written skills
- develop their aesthetic talents in music, visual, and/or performance arts
- use knowledge, critical thinking, and logic to solve problems in mathematics,

science and other curricular curriculum areas
- have sufficient knowledge of science to be responsible users of scientific information
- gain hands–on skills and practical knowledge in the use of technology across the curriculum
- 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 Blackfoot Charter Community Learning Center's mission, BCCLC 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 Idaho State Board of Education's Thoroughness Standards serve as the starting point, and are 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 with music, art, technology, health, and, physical, education.

Language Arts (Reading, Writing, and Language)

The goal is to develop learners who are effective communicators, who enjoy literature, and who are lifelong readers and writers. Comprehensive Comprehension 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 creative, narrative, technical, and expository writing. Communication skills include speaking, oral, writing, and presentation skills. Teaching methods have been expanded to include modern technological tools.

Science and Health

The science curriculum is a multi-year 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." the science. This approach lets students experience the excitement of science, so they can better understand facts and concepts. Curriculum includes integrating the scientific method, constructing hypotheses, designing investigations, identifying variables, acquiring data, constructing data tables or data, constructing data graphs, identifying variables, and describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics

Students master computation processes, and proceed from basic counting into pre-algebra and/or algebra as individual ability dictates. Exploring, conjecturing, and thinking through concepts, as well as, numerical manipulative manipulation experiences engage students, and enhance

learning. Students learn to view and use technology as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service

The curriculum includes the basic elements of history, government, geography, economics, and citizenship with a focus on local, state, national, and world history.

Technology Education

Students gain a basic understanding of computer, and other technologies that operate in the world around us. Instruction utilizes a hands-on modular approach that employs discovery learning, and problem solving. Students seek solutions to real-life challenges. Blackfoot Charter Community Learning Center provides learners with technology skills that prepare them for future education and employment, while complying with all requirements set forth in the *Children's Internet Protection Act.*

Curriculum Development and Approval

BCCLC recognizes that curriculum development and alignment is a continuous process. The school's curriculum is fully aligned with the Thoroughness Standards, as documented under Tab 3. The curriculum is evaluated through student's performance, program audits, standardized testing results, and ongoing observations of teachers with follow-up discussions with the Director to include written goals.

Textbooks and Curriculum

Blackfoot Charter Community Learning Center ensures that all Idaho curriculum standards are met. Textbooks for the school are selected by the curriculum that includes the director, teachers, and parents. All textbooks are selected from the State Department of Education approved list.

Educational Programs and Services

Provision for educational programs and services, such as special education, counseling services, school programs, parent education programs, social work, and psychological services are identified based on need.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. are provided through either private professionals or contracted with a local provider.

Improvement of Student Learning

Multiple learning opportunities are provided to BCCLC students. Some are familiar, some are innovative, 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 simulated problems that model the current world. For example, the school's requirement for students to perform genuine community service, not only informs students about real needs in our community, but also encourages them to work as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the results.

When appropriate, peer teaching provides an opportunity for learners to become educators, and reinforce their own knowledge and mastery of new skills. This is accomplished through presentation of their own work, or through working with a team. Projects include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

Blackfoot Charter Community Learning Center's learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources.

The school 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. All seven areas are examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.).

The use of Personalized Learning Goals encourages students to take responsibility for their own learning. Parents and the community share in that responsibility. Working together, students, parents, and educators consider learner strengths and weaknesses. They identify an academic and personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Blackfoot Charter Community Learning Center ensures that children are not penalized for the rate at which they learn. The faster learner is continually presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Blackfoot Charter Community Learning Center'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 Blackfoot Charter Community Learning Center learns and grows. The staff and parents of the Blackfoot Charter Community Learning Center will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

How Special Education and Other Special Needs Will Be Met

Blackfoot Charter Community Learning Center adheres to both the *Idaho Special Education Manual* and federal IDEA provisions. The School has adopted and implemented all special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Rehabilitation Act of 1973, Section 504, IDEA, and the State of Idaho Special Education

Manual.

As required by state and federal statutes, students attending Blackfoot Charter Community Learning Center who are identified as disadvantaged to the extent that they may require Title I or Section 504 services or requiring other accommodations, will receive those services at or through Blackfoot Charter Community Learning Center or at an alternate site.

Special Education Services

BCCLC provides personnel, physical facilities, funding, and contractual arrangements to ensure that students with disabilities attending the charter school receive special education and services as required by IDEA 2004, and outlined on the students' IEPs. All special education personnel meet highly qualified standards.

BCCLC also conducts a yearly Child Find activity in conjunction with the Blackfoot School District as outlined in the Idaho Special Education Manual.

For all special education students, BCCLC develops, reviews, and revises IEPs in accordance with state and federal laws. BCCLC has implemented the IDEA 2004 discipline procedures; and assures protection of student and parent rights.

BCCLC ensures access to charter school programs, as required by the Americans with Disabilities Act. This plan includes the actual location of students within the classrooms, and settings within the classrooms to permit access by students with disabilities. The school provides transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students.

BCCLC also includes a comprehensive professional development plan for the training needs of special education personnel, as well as general education teachers in order to meet the needs of students with disabilities, who are enrolled in the charter school.

Nondiscriminatory enrollment procedures

BCCLC does not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. As a public charter school, BCCLC does not deny enrollment to any student, except for very specific reasons related to prior expulsion. All appropriate services provided for students with disabilities meet the minimum federally established eligibility criterion for such services. Enrollment, as described elsewhere in this the Charter Petition, is consistent with the mission of BCCLC and civil rights requirements.

LRE Requirements

Blackfoot Charter Community Learning Center provides special education and related services to eligible BCCLC students in the Least Restrictive Environment (LRE), in accordance with the Idaho Special Education Manual, and as identified on each student's IEP. In many cases, the

LRE will be specified to BCCLC. In other cases, the LRE might be an alternative site, depending on the needs of each student. LRE decisions are made individually for each student.

Gifted and Talented program

Gifted and talented children are 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.

BCCLC has a written plan for its gifted and talented students; this that is updated annually, and includes the following:

1. Philosophy statement
2. Definition of gifted program goals
3. Program options, including identification procedures and program evaluation. BCCLC screens all students to ensure they have an opportunity to be considered for the program. Identification of gifted and talented students is based on multiple indicators of giftedness with information obtained through the following methods and sources:
    - Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
    - Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
    - Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

Services available to gifted and talented students include but are not limited to the following:

- Differentiation
- Extension
- Alternated placement
- Accelerated curriculum

LEP Students

Blackfoot Charter Community Learning Center utilizes the definition of Limited English Proficient (LEP) contained in Title III and IX of the ESEA. The school uses a home language survey. In addition, the "Woodcock Munoz" test determines the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test is used as a pre/post-test to document the progress in both content areas and English language development. Students who are eligible for the LEP program participate in the BCCLC LEP program according to state and federal guidelines. LEP services are provided on-site or contracted out.

In our society, each person has the right to learn at the most appropriate level where growth will take place. Because LEP students have special needs, they are provided educational experiences that meet those 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, the following: clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and remediation, tutoring and pullout classes. Transportation is provided as needed and required.

Services Available to LEP Students

The services provided to LEP students are designed around the principles of *Structured English Immersion*. These goals include the development of English proficiency, content knowledge, and academic language skills sufficient to prepare students for success in mainstream classes with no LEP services. Services include but are not limited to the following:

- Immersion
- Exemption from standardized testing
- Language enhancement
- Differentiation
- Alternate texts
- Other appropriate accommodations

Dual Enrollment

BCCLC students are allowed to participate in dual enrollment with other public schools, as required by Idaho Code 33-203. Dual enrollment is subject to school district procedures, as allowed in Idaho Code 33-203 (1). State funding of a dually enrolled student is limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements is provided to all parents.

TAB 4

MEASURABLE STUDENT EDUCATIONAL STANDARDS

Measurable Student Educational Standards

BCCLC will accomplish the following goals:

1. In the core subject areas of Math, Reading, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. Students in grades K-3 will meet or exceed state targets on the-spring Idaho Reading Indicator (IRI).
3. On the Idaho Standard Achievement Test (ISAT) students in grades 3-5 meet or exceed state accountability standards.
4. 80% of students in grades 3-5 will show at least one year's growth on each section of the ISAT.

Methods for Measuring Student Progress

To ensure a consistent and comprehensive evaluation procedure, assessment rubrics have been developed for each of these standards. These include specific and objective evaluation criteria. Teachers have been included in the development of these rubrics in order to provide for their input, ownership, and buy-in.

The goal for every teacher at BCCLC is to challenge each student to maximize his or her academic growth. The school's overall academic goal is to accomplish the above standards by the end of the 2012-2013 school year.

Method for measuring student progress will include, but not be limited to:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Assessment rubrics used for projects, individualized assignments, and other portfolio-type assignments.
- Individual and group scores as calculated on the IRI
- Yearly growth for each ISAT subject area will be measured by the number of points added from one year to the next on the ISAT Cut Score Chart. For example, to move from proficient as a fourth grade reader to proficient as a fifth grade reader, a student must gain at least 6 points (from 198 to 204) on the ISAT Reading Test.

The following criteria will also be considered in measuring students' daily and classroom progress:

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 performing arts. 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 citizenship in a democratic society.

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.

Provisions by Which Students Receive Standardized Testing

Under the direction of the School Test Coordinator, BCCLC students will participate in all standardized assessments required for Idaho public school students.

Accreditation

BCCLC will complete any accreditation required in IDAPA 08.02.02.140, or other state mandates. In addition, the school will also complete full programmatic audits and self-assessments.

The school has developed a five year strategic plan focused on the improvement of student performance. The strategic plan is monitored by a review team established by the school's administration and Board of Directors. This team is empowered to recommend revision of goals as necessary, and provide regular reports on implementation of the plan to the Board of Directors.

Throughout the strategic planning process, BCCLC complies with all provisions of NCLB. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Director and the Board to identify and target school and individual needs. A comprehensive plan of improvement has been developed and implemented as required by NCLB. This plan is included in the BCCLC Continuous Improvement Plan located on the Idaho Department of Education Website.

Copies of all annual reports including programmatic audit reports, financial audits, school reports cards, testing results, and all other federal, state and local reports are given to the accrediting agency, state officials, and federal agencies. Parents and the public in general are provided with report information, where appropriate or required.

Improvement Planning

BCCLC has developed a Continuous School Improvement Plan based on its strategic plan, and focused on the improvement of student performance. This plan focuses on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. All student and teacher standards meet state-approved standards adopted by the State Board of Education.

The Board of Directors of Blackfoot Charter Community Learning Center provides consultation to the Director regarding ongoing plans for the school. The PAC (Parent Activities Committee) also works with the Board of Directors on school improvement. BCCLC is committed to a school where student success is our top priority.

School officials have examined the current processes, and developed a detailed performance improvement plan to address each process deemed important to achieve increased student learning. Specific information is contained in the Continuous Improvement Plan (CIP).

TAB 5

GOVERNANCE STRUCTURE

Governance Structure

Blackfoot Charter Community Learning Center, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors functions as the public agent who control and govern the Charter School. Blackfoot Charter Community Learning Center is responsible to identify and comply with all statutory requirements affecting the operation of a public school. The meetings of the Board of Directors' comply with state open meetings laws, including keeping accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school. Children of classified staff and teachers' children may not be given the founders' preference, except in such cases where the staff member qualifies as a founder on other grounds. To qualify as a founder, one must:

a. have been directly involved in the initial development of the charter petition, or
b. made a significant contribution to the development, or establishment of BCCLC as defined by the Board.

The Charter School Founders comprised several committees that assisted in the establishment of the school. The Founders elected the initial Board of Directors, wrote the initial charter petition, recruited the initial school Director, and established a preliminary operating budget. Following the election of the Board of Directors, the founders served as a data-gathering resource, and provided input and advice to the Board of Directors.

The Board of Directors is the governing body for BCCLC. Officers have been established as set forth in the corporation bylaws. The function of the Board can be described as policy making, and evaluating, and directing the financial means by which the educational program is conducted.

Initial Terms

Directors elected or appointed shall serve terms as follows (Also see Bylaws, Section 4.3):

(Seat One) - 2 years
(Seat Two) - 2 years
(Seat Three) - 2 years
(Seat Four) - Appointed, reviewed yearly
(Seat Five) - Appointed, reviewed yearly

a. Initial Formation

The Board of Directors of Blackfoot Charter Community Learning Center consists of five (5) members, four (4) of whom may be parents at the Charter School.

b. Selection and Replacement

Yearly elections for members of the Board of Directors are held according to the Bylaws of the Charter School Corporation. Appointed members are nominated by existing board members or other stakeholders. Nominations are based on individual skills and school needs. Nominees are invited to attend a board meeting at which time they may ask and answer questions to and from the board. Appointments are finalized by a vote of existing board members.

c. Powers and Limitations

Blackfoot Charter Community Learning Center is a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected Board of Directors are legally accountable for the operation of the Charter School. The school's Board of Directors are public agents required by the Idaho State Public Charter School Commission to control the charter school. Blackfoot Charter Community Learning Center commits to compliance with all federal and State state laws and rules, and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors has the responsibility to approve the selection of the School Director.

Blackfoot Charter Community Learning Center will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity. Blackfoot Charter Community Learning Center will not contractually bind the Idaho Public 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 BCCLC' administration is as follows:

Director

The Director is empowered to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning, but not limited to:

- Implementing the vision and mission of the school
- Providing instructional materials and supplies
- Allocating resources
- Fulfilling state charter school requirements
- Building a school-wide community
- Providing special services
- Contracting for services
- Providing disciplinary support
- Establishing public and media relations
- Building business and community partnerships

- Development and assessment of curriculum, and instruction, and assessment

- Implementing professional development
- Resolving employment and personnel issues
- Overseeing enrollment and attendance
- Conducting formative/summative staff evaluations
- Maintaining facility conditions
- Providing transportation services
- Promoting a climate for innovation and growth
- Building staff and school morale
- Functioning as commission/board liaison
- Supervising budget and financial records
- Supplying annual reports to the Idaho State Charter School Commission

Standing Committees and Ancillary Support Personnel

Standing committees are formed in accordance with the Bylaws of the Corporation. These committees may include, but are not limited to, Parent Activity Committee (PAC), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, are hired and ~~are~~ supervised by the Director. The state funding formula helps cover costs for these employees through the regular budgetary process. Additional resources are sought through volunteer and fundraising efforts.

e. Teacher/Parent Decision Making

The Board of Directors of Blackfoot Charter Community Learning Center provides consultation to the Director regarding ongoing plans for the school. The PAC also works with the Board of Directors on school improvement.

Parents of students who attend Blackfoot Charter Community Learning Center 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 weaknesses, which are essential for the continuing educational development of their children.

Process to Ensure Parental Involvement
As described earlier, parents of students who attend Blackfoot Charter Community Learning Center are involved in the education of their children, and in the school at many levels. The process to ensure parental involvement is as follows:

- Parents receive a Student/Parent Handbook at registration.
- Parents are encouraged to attend two parent teacher conferences per year.
- 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 the learning environment.

- Parents are encouraged to be involved in the Parent Activity Committee (PAC); and to volunteer for school projects, programs;, and committees, and to work specifically with students who are challenged academically.
- Parents are encouraged to provide an appropriate learning environment at home for study.

Complaint Process
Blackfoot Charter Community Learning Center's procedures for a complaint process for parents/guardians and the public is similar to that of the local school district, with the ultimate authority residing with the Board of Directors of the Blackfoot Charter Community Learning Center.

Suggestion and/or complaint forms are available in the office at all times for parents who wish to provide input but remain anonymous.

Public Access
Blackfoot Charter Community Learning Center's policies regarding the ways in which the public may have access to the school's students, staff, and facilities is 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. Blackfoot Charter Community Learning Center gives permission for public inspection.

Public Conduct for Safe Schools

Blackfoot Charter Community Learning Center's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, is aligned with The Idaho Board of Education Thoroughness Standard a: . "A safe environment conducive to learning is provided".

Annual Financial and Programmatic Operations Audits
An annual financial audit is conducted after the completion of each charter school year. Programmatic Operations audits are conducted as mandated by state requirements as outlined in the following statutes and administrative rules:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission
-

Notice of Defect/Corrective Action Process

The Public Charter School Commission and the Governing Board of Blackfoot Charter Community Learning Center will resolve defects, or 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.

TAB 6
EMPLOYEES OF THE CHARTER SCHOOL

Employee Qualifications

All full-time and part-time employees at Blackfoot Charter Community Learning Center's full-time and part-time employees, including both classified and non-certificated individuals, meet or exceed qualifications required by state law and the No Child Left Behind Act, Highly Qualified Teacher requirements (NCLB). Staff members possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Blackfoot Charter Community Learning Center, as outlined within this petition. The Director makes recommendations to the Board of Directors for approval of instructional staff.

Blackfoot Charter Community Learning Center 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. BCCLC reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. A thorough screening process is used for temporary personnel to assure the safety of students and personnel. 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.

Background Checks

All employees undergo State of Idaho criminal background checks, and FBI 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.

Targeted Staff Size

Blackfoot Charter Community Learning Center makes every effort to keep class size small by employing one core area teacher per every 25 students. In all cases, BCCLC may employ additional staff for technical education, music, foreign language, and physical education.
The following positions are included in the school's current operation. When more students are enrolled, these position numbers will be adjusted accordingly:

Director	1.0 FTE
General Education	6.5 FTE
Special Education	0.5 FTE
Certificated staff	8.0 FTE
Admin. Assistant	1.0 FTE
Business Manager	0.3 FTE
Custodian/Maint.	0.5 FTE
Paraeducators	4.0 FTE
Classified	5.8 FTE

Health and Safety Procedures

Blackfoot Charter Community Learning Center complies with the following health and safety procedures:

1. Conducts criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Requires that all students show proof~~s~~ of immunization before being enrolled at the Blackfoot Charter Community Learning Center, or have an exemption signed by a parent or legal guardian.
3. Requires that all visitors sign in at the office, and receive and wear a visitor's pass when visiting the school building.
4. Provides for inspection of the facility in compliance with Section 39-4130 of Idaho Code. The school adopts 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. BCCLC has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the Blackfoot Charter Community Learning Center'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.

6. 6. BCCLC has developed a policy regarding intern usage that complies with all requirements set forth in the Children's Internet Protection Act.

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.

Employee Benefits and Provisions

All employees participate in the following programs and benefits: group health insurance, 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 leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

Professional Opportunities
The faculty at Blackfoot Charter Community Learning Center works cooperatively with one another to align curriculum in all subject areas. The Director determines in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees undergo an annual performance review.

Transfer Rights
In accordance with statute, employees do not have transfer rights. The transfer rights of any BCCLC employee choosing to return to any non-charter school after employment at BCCLC will be dependent upon the receiving school district from to which an employee might transfer. The Board of Directors for BCCLC provides coverage for employees with the Public Employee Retirement System (PERSI), Social Security, unemployment insurance, and worker's compensation insurance during their tenure at BCCLC.

Collective Bargaining
Blackfoot Charter Community Learning Center's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts
All certificated staff sign a written contract with Blackfoot Charter Community Learning Center. Contracts are in the standard form, as recommended by the Idaho Department of Education, and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at www.sde.idaho.gov/EducatorResources/docs/Contracts.

Copies of all the teacher contracts and certificates for all certified teachers/staff members are on file in the school office. Job announcements and all other hiring and employment practices are free of any unlawful discriminatory language or practices.

Experience for Salary Schedule

Certified teachers at Blackfoot Charter Community Learning Center are public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Blackfoot Charter Community Learning Center certificated employees who are re-employed by the local district will receive full credit for their years of service in the district.

TAB 7

ADMISSION PROCEDURES

Admission Procedures

Blackfoot Charter Community Learning Center follows the model admission procedure identified by the Idaho State Board of Education.

No student is denied admission based on ethnicity, creed, gender, or disability, nor place of residence within the State of Idaho. No out of state students will be allowed to attend the charter school. Open enrollment is facilitated through public notification, and continued efforts to attract interested families.

Admission tests will not be required; however, assessments can be administered to determine the individual instruction program. There is no tuition charge. BCCLC may assess a fee only for voluntary extra-curricular activities, after school programs, and /or items or services that exceed program or class requirements.

Enrollment Deadline

Each year BCCLC establishes an enrollment admissions deadline that coincides with the Board of Director's March meeting. This is the date by which all written requests for admission to attend the public charter school must be received for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. 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 child in this state, may make a request in writing for such child to attend BCCLC. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted and received by the public charter school before the established enrollment deadline. 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 school is insufficient to enroll all prospective students, then a lottery as described below shall be utilized to determine which prospective students are admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students, that are received prior to the enrollment deadline, shall be permitted in the lottery. Only written requests for admission shall be considered. 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

BCCLC has established admission preference as authorized by Section 33-5205(3) (j), Idaho Code, and IDAPA 08.02.04.203 for students returning to BCCLC, students of founders, siblings of students already selected to attend BCCLC, and those residing in the primary attendance area.

Admission preferences for BCCLC enrollment of students shall be as follows:

a. First, to returning students
b. Second, 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.
c. Third, to siblings of pupils already selected by the lottery.
d. Fourth, to children of employees, and
e. Fifth, students residing in the attendance area.

Proposed Attendance List for Lottery

Each year BCCLC will 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. 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, and "E" for children of employees.

Lottery Process

If the capacity of BCCLC is insufficient to enroll all prospective students, then the school determines the students who are offered admission by conducting a fair and equitable lottery.

This lottery will be conducted in strict accordance with mandates and laws. A computer generated lottery may be held, provided it is programmed to comply with state laws and mandates.

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.

Notification and Acceptance

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 authorized 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, person, and returned to the public charter school by the date designated in such offer letter by the public charter school.

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 will send a letter to the parent, guardian, or other authorized 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.

c. If a parent, guardian, or other authorized 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 is stricken from the final selection list, and the seat that opens in that grade is made available to the next eligible student on the final selection list. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade is made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list for a given school year is not rolled 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 is conducted for the school year.

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

Disciplinary Procedures, including suspension, expulsion, and reenrollment conform to Idaho code 33-205. A copy of the Student/Parent Handbook is contained in Appendix B.

Students at the Blackfoot Charter Community Learning Center are expected to conform to ordinary standards of common decency, courtesy, and honesty. They are required to demonstrate that conformity in their dress, language, work habits, and interactions with other students and staff. Failure to meet the standards will result in disciplinary action.

We believe that the purposes of the school's discipline policy should be to maintain an orderly classroom atmosphere in which learning can best be accomplished and to assist students in acquiring self-control. To that end BCCLC wants disciplinary action to be appropriate, impartial, consistent, and immediate.

Teachers will always bear the major responsibility for disciplining students. Often that involves no more than calling the student's attention to an inappropriate behavior, indicating its

unacceptability, instructing on correct behavior in the situation, and stating that failure to demonstrate the correct behavior will, in future, incur some form of punishment in further disciplinary action. Depending upon the severity of the infraction, of or the frequency of its repetition, that punishment might be exclusion from a pleasurable activity, or a requirement for compensatory action, or short-term physical isolation from the classroom. If the teacher is unable to affect correction of the behavior, the student will be referred to the School Director for more formal disciplinary action, which will involve contacting parents. Due process procedures are followed, including the procedures for disciplining students with disabilities, as outlined in the Idaho Special Education Manual dated September 1999, Chapter 7, Section 13.

Any student behavior which reasonably would be considered dangerous or threatening to the student, or to other students, staff, or their property, or the property of the school, is dealt with immediately by the School Director. At a minimum, the student is temporarily removed from the class, until the director decides when his or her return is appropriate. Parents of the student are notified of the behavior, and of any immediate action taken. Parents and The Director, in consultation with the parents, will determine if any additional corrective measures are necessary. If no agreement is reached between them, either party may bring the issue before the Board of Directors. The board retains the right to suspend or to dismiss the child from the school after the appropriate due process procedures have been completed.

The school may expel any student found in possession of a weapon, or involved in any activity involving illegal drugs or alcoholic beverages, or who physically threatens any other person at the school.

The school complies with all rules and statutes relative to Safe and Drug-Free Schools. Expulsions are referred to the Blackfoot Charter Community Learning Center Board of Directors for a hearing and review, according to the right of due process. Students will only be re-enrolled by approval of the Board of Directors.

The procedure for suspension, expulsion, and re-enrollment of students follows the law specified in Idaho Code 33-205. Suspension or expulsion is only 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 Notification Procedure (Written and/or Verbal).
Step 2: Peer Mediation and/or Director Intervention in addition to Step 1.
Step 3: Suspension with parental notification - 3 days; readmission after a conference with the student, parents or designee(s).
Step 4: Suspension with parental notification - 5 days; readmission after a hearing with the Board of Directors within five school days with the board of directors.
Step 5: Expulsion until the next calendar break, semester break, or the rest of year; hearing with the Board of Directors within five school days with the Board of Directors.
Step 6: Readmission after meeting with the Board of Directors, at parents' request.

The charter school Board of Directors has the right to deny enrollment for disciplinary reasons.

Provisions to Handle Students Using or Suspected of Being Under the Influence of Alcohol/Controlled substances

If a student discloses, or is reasonably suspected of, being under the influence of alcohol or controlled substances, BCCLC complies with the procedures required by Section 33-210, Idaho Code. It is the policy of BCCLC that any staff member, who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law, shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation, and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or dangerous substance, or suspected abuse thereof.

This policy includes provisions for anonymity, in that when a student voluntarily discloses use or being under the influence, information is shared only on a "need to know" basis, as provided in I.C. 33-210.

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The administrator or a designee should communicate all available information to the police, and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action is subject to applicable school policies, regulations, state laws and student handbook rules.

Public Charter School Attendance Alternative

Because Blackfoot Charter Community Learning Center is not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the existing school districts. Students located within the charter school attendance area would have the option to enroll in the existing public schools presently serving the area. No student is required to attend Blackfoot Charter Community Learning Center.

Attendance Requirements

School Attendance Philosophy

Students, parents, and educators recognize the importance of attendance and punctuality at school. Two reasons for regular and punctual attendance are educational benefits and success in school.

- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.

- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Habitual Truant

Any BCCLC pupil who has, in the judgment of the Board of Directors, repeatedly has violated the established attendance regulations, or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared an habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act, and dealt with accordingly.

Denial of School Attendance

In Accordance with Idaho Code 33-205, the BCCLC Board of Directors may deny enrollment or, may expel, or deny attendance 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 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 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.

The board shall expel from school, for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a 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 accordance with the requirement of federal law Part B of the Individuals With Disabilities Education Act and Section 504 of the Rehabilitation Act. 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 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. Any pupil who is within the age of compulsory

attendance, who is expelled of 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 administrator of any school may temporarily suspend any pupil for disciplinary reasons, or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal Director shall not exceed five (5) school days in length; and the school Director may extend the temporary suspension an additional ten (10) schools days. Provided, that on a finding by the Board of Directors that 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) schools days. Prior to suspending any student, the administrator 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 administrator who suspended him, upon such reasonable conditions as said administrator may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Director shall establish the procedure to be followed by the BCCLC administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Blackfoot Charter Community Learning Center has implemented a solid plan to attract a sufficient and diverse student body. The school provides for open communication, and conveys information about the school competently and accurately.

BCCLC actively recruits students for enrollment through all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, and other forms of public media. The focus is to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing processes, advertising will includes strategies to reach at-risk and non-English speaking students. This process includes all current requirements as stated in Idaho code 33-5205.

Blackfoot Charter Community Learning Center publicly shares the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

TAB 8
BUSINESS PLAN

Business Description

Blackfoot Charter Community Learning Center, Incorporated, is organized exclusively for educational purposes within the meaning of IRS Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles of Incorporation, 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). When approved by the Commission, BCCLC will function as an independent LEA, and as such, receive federal funding directly. All federal funding is handled in accordance with authorizing legislation.

Marketing Plan

Prospective students are given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Blackfoot Charter Community Learning Center is the Blackfoot, School District located in Bingham County, Idaho.

Blackfoot Charter Community Learning Center actively recruits students for enrollment using, but not limited to the following methods:

- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the school brochures
- Holding public forums within each sending district's boundaries
- Posting advertising materials in English and Spanish in prominent locations (i.e. the library, the community notice board, at City Hall).
- News releases and articles

In each of these marketing processes, advertising includes strategies to reach at-risk and non-English speaking students. This process includes all current requirements as stated in Idaho code 33-5205.

Management Plan

The Director in coordination with the Charter School Board of Directors determines the day-to-day operations of Blackfoot Charter Community Learning Center. Refer to Appendix C for the job description and qualifications for the Director of the Blackfoot Charter Community Learning Center.

Administrative services are provided by the Blackfoot Charter Community Learning Center Director, supplemented by other contracted services as needed. Annual programmatic and financial audits are presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Director also serves as a liaison between the Blackfoot Charter Community Learning Center and its Board of Directors, the Charter Commission, and the parents. Financial operations are provided by the school. Funding sources include state allocations per pupil, federal ~~start-up~~ grants, private grants, business partnerships, and donations.

Resumes of Directors

See Appendix F.

Financial Plan

While the Director of Blackfoot Charter Community Learning Center is responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records are kept in accordance with generally accepted accounting principles. Blackfoot Charter Community Learning Center follows the requirements set forth by the State of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

The budget for Blackfoot Charter Community Learning Center is prepared in compliance with section 33-801, Idaho Statutes, and policy of the State Board of Education. It is presented at a public hearing in June each school year, and is 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 is prepared, approved, and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Revenues
Estimates of funding sources include state allocations as based on the following:

- the Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- State allocations for pupil transportation
- State allocations for technology
- State Lottery
- Federal start-up grants
- Private grants
- Business partnerships
- Donations

As soon as possible BCCLC will notify the Idaho Department of Education's Bureau of Special Populations, in writing, of it's intend to applying for federal Title I and Title IV-B funds. The school has developed and implemented an approved Consolidated Plan that details the programs. This plan is includes, but is not limited to, a Parent Involvement Policy, Parent Compacts, state assessments, an 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 are calculated through the prescribed formulae.

Expenditures

- Purchasing Process

Purchasing procedures comply with State Law and Idaho Code 33-601. The Blackfoot Charter Community Learning Center's Director determines the procedures for procuring goods and services with the approval of the Board of Directors.

- Payroll Processing

The Blackfoot Charter Community Learning Center's Business Manager is responsible to processes the payroll in accordance with applicable Idaho codes.

- Reports and Audits

Blackfoot Charter Community Learning Center conducts an independent financial audit annually. The yearly independent audit is performed as required by Idaho statute regarding audit reporting. The Blackfoot Charter Community Learning Center Director provides a monthly cash-flow report to the Board of Directors that details revenues and expenditures for the previous month.

Startup Budget

Given that Since BCCLC has been in continuous operation since 1999, a copy of the 2009-2010 Budget in is included in Appendix D.

Transportation Services

Transportation services are offered to all students residing more than one and one half miles from the school. Busing services are contracted out in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code 33-1510. The school currently contracts with Teton Stage Lines for its transportation services. Beginning with the 2010-2011 school year, BCCLC will combine with Idaho Science and Technology Charter for its transportation needs.

School transportation provided by charter schools functioning as LEA's, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect an 85% reimbursement rate for the previous year's "allowable" transportation costs from the previous school year. This percentage will be adjusted to reflect legislative changes as they occur.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center. A copy of the BCCLC Busing contract is included in Appendix E.

School Lunch Program

Blackfoot Charter Community Learning Center participates in the National Child Nutrition Program as per Idaho code 33-1015. The school currently contracts with the Blackfoot School District for it food service needs. This arrangement will continue for at least the 2010-2011 school year.

Free and Reduced Lunch

Free and reduced price lunches are available to qualifying students. The BCCLC Board has approved policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. These policies are consistent with federal policy, and guidance from the Idaho State Department of Education.

TAB 10

BUSINESS ARRANGEMENTS AND PARTNERSHIPS

Business Arrangements and Partnerships

At the current time, BCCLC has established business arrangements with the following:

- Bingham Memorial Hospital for occupational and speech therapy services
- Idaho Science and Technology Charter School for psychological testing and counseling services
- Idaho Science and Technology Charter School for student transportation services
- Southeastern District Health Department for health screening and related educational services
- Volunteers in Service to America (VISTA) for Literacy development activities

In addition, the following partnerships have been established:

- The Gables Assisted Living Center partnership provides opportunities for our students to participate in community service.
- Our partnership with the Blackfoot Community Center provides a wide variety of after school programs for students.
- Ball Brothers Music partnership to sponsor student participation in the First Lego League robotic competition

Additional Information from Petitioners

The charter school will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. BCCLC will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

Termination and Dissolution of Assets

In cases of termination or non-renewal, the Chair of the Board of Directors of Blackfoot Charter Community Learning Center is responsible for the dissolution of the business and affairs of the school. Blackfoot Charter Community Learning Center will fully cooperate with the Chartering agency for the dissolution process. If the chartering agency chooses not to assume these, then the board of directors will dispose of school property and satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution. Remaining assets will be distributed to the authorizing agency.

School administrative and clerical personnel will ensure that parents are notified of the schools dissolution, and that all records of students will be immediately transferred to the district receiving those students. This transfer will occur through the normal channels used by the school and the districts to exchange student files and information. This may include hand delivery to the district office or mail/parcel delivery services.

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

I

The name of the corporation is Blackfoot Charter Community Learning Center, Incorporated.

II

The corporation is a subordinate corporation created under the authority of the Blackfoot School District Board of Trustees, County of Bingham, State of Idaho.

III

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote the Blackfoot Charter Community Learning Center, an Idaho Public Charter School.

IV

The name and address of the corporation's initial agent for service of process are:

Fred Higley
10 North University
Blackfoot, Idaho 83221

V

The corporation shall dissolve whenever the corporation's Charter is surrendered to, taken away by, or revoked by the Idaho Public Charter School Commission.

VI

In the event of the dissolution of the Corporation for any reason, any assets of the Corporation remaining after compliance with applicable provisions of the Idaho Nonprofit Corporation Act will be distributed by the Corporation to the Idaho Public Charter School Commission.

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ARTICLES OF INCORPORATION (Non-Profit)

FILED

To the Secretary of State of the State of Idaho
The undersigned, in order to form a Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation:

Article 1: The name of the corporation shall be: Blackfoot Charter Community Learning Center, INCORPORATED

Article 2: The purpose for which the corporation is organized is: to manage, operate, guide direct, and promote an Idaho Public Charter School.

Article 3: The street address of the registered office is: 10 North University and the registered agent at such address is: Fred Higley

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the directors are: FRED HIGLE 10 N. UNIVERSITY BLACKFOOT ID 83221

Article 5: The name and address of the incorporator(s): Fred Higley, 10 North University Blackfoot, Idaho 83221

Article 6: The mailing address of the corporation shall be: 10 North University Blackfoot, Idaho, 83221

Article 7: The corporation (☐ does ☒ does not) have voting members.
(check one)

Article 8: Upon dissolution the assets shall be distributed to the Blackfoot School District 270 E. Bridge, Blackfoot, Idaho 83221

Customer Acct #:
(if using pre-paid account)

Signature of all incorporators:

Fred Higley

Fred Higley Initial agent

Secretary of State use only

IDAHO SECRETARY OF STATE

01/19/1999 09:00
CK: 175 CT: 189742 BH: 179614

1 @ 30.00 = 30.00 INC NONP W 2

C127211

See page 45 of Charter.

BYLAWS

Blackfoot Charter Community
Learning Center
BYLAWS
OF
BLACKFOOT CHARTER COMIMUNITY LEARNING CENTER, INCORPORATED
An Idaho Nonprofit Public Corporation

ARTICLE 1
OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Blackfoot School District in the County of Bingham, 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 such attendance boundaries in the County of Bingham, State of Idaho.

ARTICLE 2
PURPOSE

The specific and general purposes of the corporation are to establish, manage, and operate a public charter school and provide an educational program for elementary age students.

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 this 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 or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws: some or all of a members rights, set forth in the Idaho Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 30-3-34.

The Board may also, but without establishing memberships, create an advisory council or honorary board, or such other auxiliary groups as it deems appropriate to advise and support the corporation.

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 corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The number of Directors constituting the Board of the Corporation shall be five (5) 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 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 consistent 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, which are consistent with the law, the corporation's Articles of Incorporation or 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;
e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
g. 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;
h. 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;
i. To conduct an annual meeting of the Stakeholders of the Corporation, as described in the Charter granted to the corporation by the Idaho Public Charter School Commission (the "Commission"); as used herein, "Stakeholders" means all pupils then attending Blackfoot Charter Community Learning Center, the parents and guardians of such pupils, all employees of Blackfoot Charter Community Learning Center, and such other persons and entities as the Board determines to be stakeholders of the corporation; and
j. To carry out such other duties as are described in the Charter.

Section 4.3 Number, Election, and Term of Directors

a. The authorized number of directors shall be five (5).
b. Three of the Directors shall be elected at the Annual Stakeholders' meeting, and such Directors may be elected for up to three (3) two (2) year terms. Each person who was elected as a Director by virtue of being a parent, with one or more children attending Blackfoot Charter Community Learning Center, shall automatically be deemed to have resigned from, and be removed from, the Board at any time when their children no longer attends Blackfoot Charter Community Learning Center. Two of the Directors shall be appointed by the Board of Directors. Nominations for appointment come from board members and are based on individual skills and school needs. Nominees are invited to attend a board meeting at which time they may ask and answer questions to and from the board. Appointments are finalized by a vote of existing board members.

Section 4.4 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the 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, but only with the written consent of the designating person
Removal of a director for one or more of the reasons listed in Section 4.5.b may be initiated by any member of the Board or by a majority vote petition of the Stakeholder's. 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 of Directors shall be taken in public.

Section 4.5 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 declared of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board of Directors in any calendar year.
c. 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 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.
d. 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 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.

Section 4.7 Annual Meetings
The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 4.8 Regular Meetings
Regular meetings of the Board, including the annual meeting, shall be held in accordance with Idaho open meeting laws. Proper notice must be posted including dates, times and places as may be from time to time fixed by the Board.

Section 4.9 Special Meetings
Special meetings of the Board for any purpose (s) may be called at any time by the Chairman of the Board, or the Secretary. Notice of special meetings must comply with Idaho open meeting laws.
Section 4.10 Requirements Applicable to Meetings
Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Idaho Nonprofit Corporation Act.

Section 4.11 Quorum and Voting
A Quorum consisting of three or more Directors must be assembled to vote and conduct business.

Section 4.12 Waiver of notice
Notice of a meeting must be given to any director. A director may waive such notice by submitting 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 minutes of the meetings.

Section 4.13 Adjournment
A majority of the directors present, whether or not a quorum is present, may adjourn any directors' 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 4.14 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 4.15 Fees and 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 corporations business. The corporation shall carry liability insurance covering the directors and officers of the corporation as described in the charter in the conduct of the corporation's business.

Section 4.16 Restriction of Interested Directors

In order to avoid any conflict of interest, not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is:

a. any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding, any reasonable compensation paid to a director as a director; and
b. any brother, sister, ancestor, descendant, spouse, brother-in-law, • sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation

Section 4.17 Standard of Care

a. A director shall perform all duties of a director, including duties as a member of any committee of the board on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation, and with such care, including the duty to make a reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
b. In performing the duties of a director, the 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 its 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.

c. The Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

ARTICLE 5

OFFICERS

Section 5.1 Officers
The officers of the corporation shall be a Chairman of the Board, Vice Chairman, Secretary, and a Chief Financial Officer (Treasurer). The corporation may also have, at the discretion of the Board, other officers as may be elected or appointed in accordance with the provisions of Section 5.3. 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.

Section 5.2 Election
The officers of the corporation, except such officers as may be elected or appointed in accordance with the provisions of Section ~~5.3~~ 4.3.j or Section 5.6, shall be chosen 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
The Board may elect or appoint 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, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal.

Section 5.5 Resignation
Any officer may resign at any time by giving written notice to the Board. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise 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 Charter Director
The Charter Director, as defined herein, functions separately from the Board Chairman, and is the school administrator. The Charter Director is subject to the control of the Board, but provides general supervision of the business of the corporation. In the absence of the Chairman of the Board, or if there is none, the Vice Chairman shall preside at all meetings of the board. The Charter Director 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 5.8 Assistant Charter Director

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

Section 5.9 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. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
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 other duties as may be prescribed from time to time by the Board.

Section 5.10 Chief Financial Officer (Treasurer)

a. The Chief Financial Officer 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 Director.
b. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name of and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Board of Directors, upon request, an account of all transactions as Chief Financial Officer, and of the financial condition of the corporation. The Chief Financial Officer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers, and perform in 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 two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such

Board committees shall be by majority vote of the Directors then in office, and the chairperson of such Board committees shall be appointed by chairman of the Board, unless otherwise provided in these Bylaws or by the laws of the State of Idaho, each committee shall have all of the authority of the board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

a. Fill vacancies on the Board, or on any committee which has the authority of the Board;
b. Fix compensation of Directors for serving on the Board or any committee;
c. Amend or repeal Bylaws, or adopt new Bylaws;
d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or reparable;
e. Appoint committees of the Board, or the members thereof;
f. Approve any action for which the Idaho Nonprofit Public Corporation Act requires the approval of the Board.

Section 6.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held, and taken in accordance with, the provisions of Article 4 of these Bylaws, which concern meetings of the Board, with such changes in those provisions as required by this Article 6, and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the governing of any Board committee, not inconsistent with the provisions of these Bylaws.

Section 6.3 Other Committees

The Charter Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Charter Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns, or is removed from the committee.

Meetings of a committee may be called by the Charter Director, the chairperson of the committee, or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee secretary keeps minutes of its proceedings, and shall report periodically to the Board. A committee may take action by majority vote.

Any member of a committee may resign at any time by giving written notice to the chairperson of the committee, or to the Board Chair. Such resignation, which may or may not be made

contingent upon formal acceptance, shall take effect upon the date of receipt, or at any later time specified in the notice.

ARTICLE 7
SELF-DEALING TRANSACTIONS

Section 7.1 Definition
Self-dealing transaction means a transaction to which the corporation is a party, and in which one or more of the Directors ("interested Director(s)") has a material financial interest. Any self-dealing action wherein a conflict of interest, as defined in Section 8.54, is created, or potentially could be created, must be handled within the parameters of Section 8.54.

Section 7.2 Corporate Loans and Advances
The corporation shall not make any loan of money or property to, or guarantee the obligation of, any Director or officer, provided;, however, that the corporation may advance money to a Director or officer of the corporation, or any subsidiary, for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

ARTICLE 8
OTHER PROVISIONS

Section 8.1 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 the Charter Director, or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s), and in such manner and 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.

Section 8.2 Construction and Definitions
Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Idaho Nonprofit Corporation Act and in the Idaho Unincorporated Nonprofit Associations Act shall govern the constriction 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 of reference only, and are not intended to limit or define the score or effect of any provision.

Section 8.3 Fiscal Year
The fiscal year of the corporation shall begin on July 1, and end on June 30.

Section 8.4 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 person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion, or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon, and where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

a. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflicts in interest; and
b. Corrective and disciplinary actions with respect to transgressions of such policies. For the purposes of this Section 8.4, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a Director, trustee, or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

Section 8.5 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 9
INDEMNIFICATION OF AGENTS OF THE CORPORATION; PURCHASE OF LIABILITY INSURANCE

Section 9.1 Indemnification of Agents

a. This corporation may indemnify any person 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 to procure a judgment in its favor, an action brought under Section 30-3-88 of the Idaho Nonprofit Corporation Act, or an action brought by the Attorney General of Idaho or a person granted relater status by the Attorney General of Idaho for any breach of duty relating to assets held in charitable trust) by reason of that fact that such person is or was an agent this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contender or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

b. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection a. or b. of this Section 9.12 or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

c. Except as provided in subsection b. of this Section 9.1, or any indemnification under Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. of this Section 9.1 by:

1. A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation..

Section 9.2 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of Section 30-3-88 of the Idaho Nonprofit Corporation Act.

Section 9.3 Non applicability to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9.1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by law.

ARTICLE 10
AMENDMENTS

Section 10.1 Bylaws

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

CERTIFICATE OF BYLAWS

I certify that I am the authorized agent of Blackfoot Charter Community Learning Center, Incorporated, 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:

March 18, 2010.

John Heintzelman

Appendix E: Board Roster

Blackfoot Charter Community Learning Center
February 13, 2014

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Stacey Lilya	Chairman	08/10 – 09/16	swilia@gmail.com	208-680-1877
Kendall Murdock	Vice-Chair	08/13 – 09/15	kendallmurdock@hotmail.com	208-680-0388
Emily Hansen	Secretary / Treasurer	07/11 – 09/15	Mle_hk@yahoo.com	208-785-9991
Lisa Patrick	Member	08/12 – 09/14	patrlisa@isu.edu	208-541-0498
Mark Cornelison	Member	12/12– 09/14	markcornelison@gmail.com	208-705-2340

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Blackfoot Charter Community Learning Center Year Opened: 2000 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

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	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	
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 ***?**	**Result**	**Weight**	**Score**
	Exceeds Standard: **Meets Standard:** **Does Not Meet Standard:** **Falls Far Below Standard:**			
Notes	Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. BCCLC further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. BCCLC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.			

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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

		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

		Result	Points Possible	Points Earned
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				

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	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				

Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	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				

Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

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

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**			
	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				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	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				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	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				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	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

		Result	Points Possible	Points Earned
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**			
	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				

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
	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				

		Result	Points Possible	Points Earned
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**	**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				

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
	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				

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	0.00	25	2%	0.00
	1b	25	3%	0.00	25	2%	0.00
Proficiency	2a	75	8%	0.00	75	7%	0.00
	2b	75	8%	0.00	75	7%	0.00
	2c	75	8%	0.00	75	7%	0.00
Growth	3a	100	11%	0.00	100	10%	0.00
	3b	100	11%	0.00	100	10%	0.00
	3c	100	11%	0.00	100	10%	0.00
	3d	75	8%	0.00	75	7%	0.00
	3e	75	8%	0.00	75	7%	0.00
	3f	75	8%	0.00	75	7%	0.00
	3g	100	11%	0.00	100	10%	0.00
College & Career Readiness	4a				50	5%	0.00
	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		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

Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. BCCLC further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. BCCLC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

Total Possible Mission-Specific Points		0	0%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		**900**			**1050**		
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%**

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

Blackfoot Charter Community Learning Center
February 13, 2014

Blackfoot Charter Community Learning Center will comply with the enrollment procedures established in Idaho Statute and Administrative Rule, as well as the provisions of the approved charter regarding student enrollment.

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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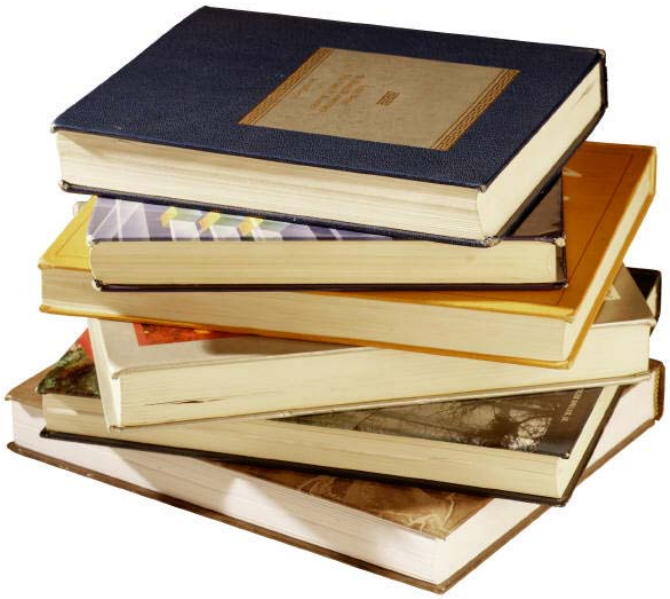


Introduction

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.

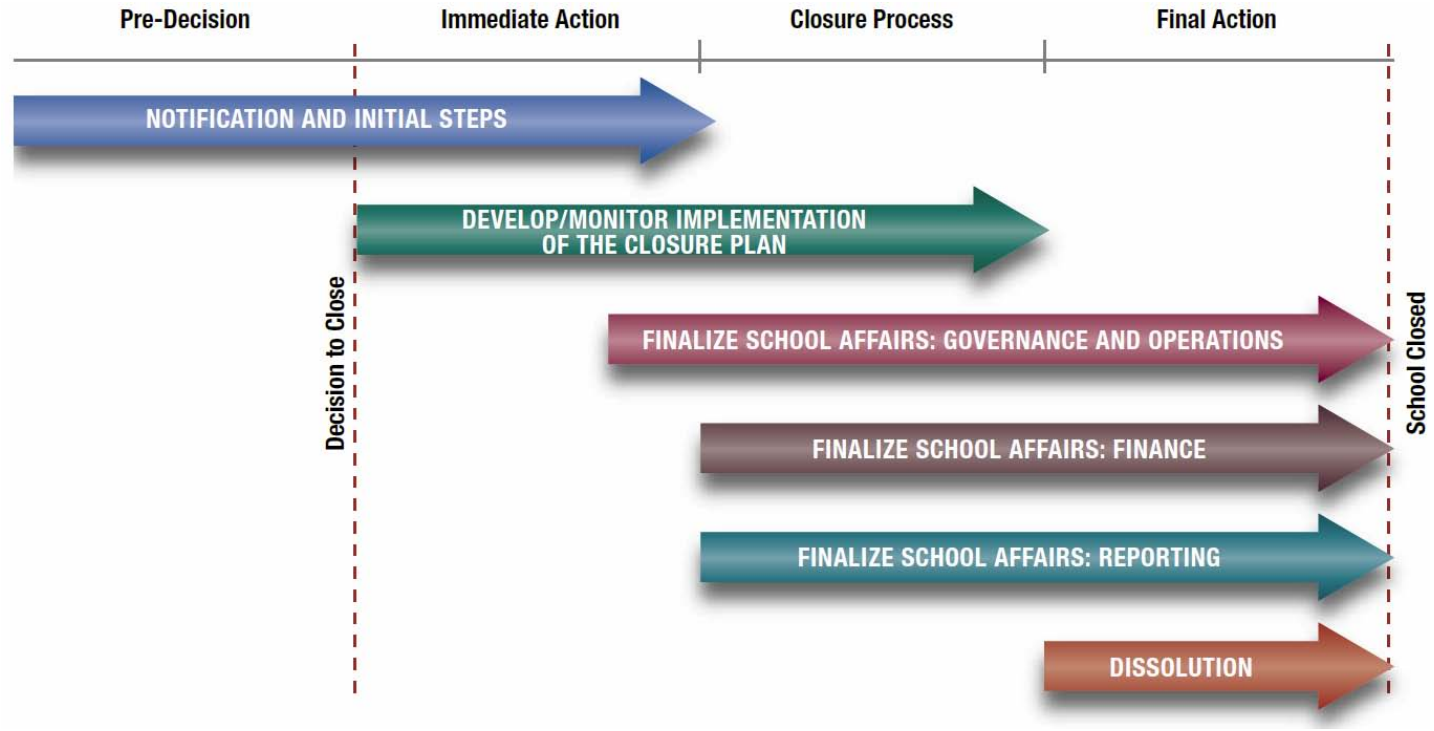
Endnotes

[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]

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of February, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Falcon Ridge 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 October 28, 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 February 13, 2014, 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: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

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:

- Establish a learning environment that is safe both emotionally and physically.
- Incorporate a "teach to the ceiling" philosophy towards ensuring that all students

are challenged academically.

- Set high behavioral expectations with a focus on kindness and respect for others.
- Establish an atmosphere that encourages student participation and engagement.
- Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry.

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 276 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

K – 24 students
Grades 1-3 – 29 students per grade
Grades 4-8 – 33 students per grade

[School's language re expansion into high school upon PCSC approval is unnecessary. Such expansion may be proposed in the future, but this section of the performance certificate should state only what is already approved.]

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.** 278 S. Ten Mile, Kuna, ID 83634. 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: Kuna Joint School District 3.

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 February 13, 2014.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Falcon Ridge 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

Falcon Ridge Public Charter School
February 13, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Falcon Ridge Public Charter School, Inc.
P.O. Box 326
Kuna, ID 83634
office@falconridgecharter.org
EIN #: 27-0095874

The Falcon Ridge Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

TITLE PAGE 2005-2006
Amended 7-26-2012

Name of Applicant Applying for the Charter: Falcon Ridge Public Charter School, Inc.
(This may be a public body, private person or private organization)

Name of Proposed Charter School: Falcon Ridge Public Charter School
X New School ☐ Converted School

Authorized Agent for Applicant: Heather Dyer_
(This may be the individual applicant or an authorized member of the corporate board)

Authorized Agent Mailing Address: P.O. Box 326 Kuna, ID 83634 County: Ada
Day Time Phone: (208) 703-0044
E-mail: office@falconridgecharter.org

Form of Organization	When listing the names of corporate principals and members of the organization, provide the charter name and sponsor if the individual has ever applied for a charter before:		
X Non-Profit Corporation	Member Name(s)	Charter Name(s)	Sponsor
☐ For-Profit Corporation	Heather Dyer		
☐ S-Corporation	Brenda Lamphere		
☐ Partnership	Donia Jefferies		
☐ Sole Proprietorship	Jack Noble		
☐ Tribal Entity	Vince Bos		
☐ Other _____			

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Governance Structure

Corporation History:
The Articles of Incorporation for Falcon Ridge Public Charter School, Inc. were filed with the Secretary of the State of Idaho July 6, 2004. The Employer Identification Number is 27-0095874. The 501(c)(3) will be completed upon approval of the charter. At a meeting on June 25, 2004, the Falcon Ridge Board of Directors were elected.

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the make-up of this body below.

A regularly maintained list of current FRPCS governing Board of Directors will be made available via the FRPCS website. www.falconridgecharter.org

The Governing Board of Falcon Ridge Public Charter School will be organized and managed under the Nonprofit Corporation Act. The Governing Board will be deemed public agents to control the articles and by-laws of the non-profit corporation known as Falcon Ridge Public Charter School. The Governing Board will have all the powers and duties afforded to a Board of Trustees. The Falcon Ridge Public Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore the Governing Board meetings will follow the open meeting laws, keeping accurate minutes and making said minutes available to the public.
.
The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

The Falcon Ridge Public Charter School will be liable for all acts, omissions, debts, or other obligations. Falcon Ridge Public School shall defend, hold harmless and indemnify the Falcon Ridge Board and its authorizing entity 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 cost, arising out of the operation of Falcon Ridge Public Charter School and/or omissions of the agents, employees, or contractors of Falcon Ridge, under Idaho Code 33-5204 (4). Falcon Ridge Public Charter School will secure and maintain insurance for liability, errors, omissions, and property loss. Documentation of insurance coverage will be filed with the State Board of Education upon charter approval by Summer 2005. Falcon Ridge Public Charter School may sue or be sued, purchase receive, hold and convey real and personal property for school purposes, to the same extent and on the same condition as a public school district. If the Falcon Ridge Public Charter School is voluntarily relinquished, revoked, or expires, the school's authorizing entity sponsor or another charter school will be the recipient of all moveable assets. All employees, directors and officers shall enjoy the same immunities as employees, directors, and officers of public schools.

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

The five members of the Governing Board are Heather Dyer, Brenda Lamphere, Donia Jefferies, Jack Noble, and Vince Bos. This expertise includes administrative, agriculture, financial, community, business, public relations and accounting.

The initial Governing board of five (5) Directors of the Corporation shall serve staggered terms for which not more than two (2) such terms shall expire in any year. The five (5) seats of the Directors shall be designated, solely for identification, with the letters A through E, and the expiration for the terms of the Directors currently holding such seats are as follows:

In addition to the Governing Board, there will be an Advisory Board. The function of the Advisory Board is to serve

as a support team and working board to the Governing Board. Members of the Advisory Board are grouped in the following committees:

Community Relations Committee**:** Kris Johnson & Jeanne Bullock
Volunteer Service Coordinators**:** Todd & Beth Konvalin
Facilities and Grounds Committee**:** Rachel Roth & Becky Morrison
Transportation Committee**:** Kelly Glenn
Real Estate Committee**:** Janet Funk

The above listed committees and members are subject to change, dissolution and reinstitution as deemed necessary and appropriate by subsequent FRPCS school boards. Additionally, the establishment of additional committees will be determined by subsequent board as well.

Founder's children by Idaho State law can make up to 10% of the total student body. Governing Board members and Advisory Board members are the founders of Falcon Ridge Public Charter School. Our school is starting with 268 children, so we are allowed 27 founders children. We may be adding more Advisory Board Members after our school is authorized, up to the allotted amount.

With the assistance of~~,~~ the Idaho Charter Commission, administrator and staff of Liberty Charter School in Nampa, and the staff designated by the Idaho Department of Education to oversee charter operations, the Governing Board is confident that a successful school will be formed and managed properly and according to all laws and regulations regarding public schools.

Organization

Upon approval, the Falcon Ridge Public 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:

Board of Directors

Administrator (Principal)

Teacher Student Parent PTO

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

1 The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.

2 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.

3 The Board of Directors and PTO (Parent Teacher Organization) of Falcon Ridge Public Charter may provide consultation to the Principal regarding ongoing plans for the school.

4 The Board will, when necessary, adjudicate disagreements between parents and the administration.

5 The Principal (Administrator) represents the Board of Directors of Falcon Ridge Public Charter School as the liaison between the Board and the charter school community.

6 The Principal supervises, directly or indirectly, all employees of the charter school.

Falcon Ridge Public Charter School will seek accreditation according to state law and applicable regulations. Idaho Code 5205 (3)(e) and 5210 (4)(b).

EDUCATIONAL PROGRAM

MISSION STATEMENT: The Falcon Ridge Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

Philosophy and Special Emphasis
The philosophy of the Falcon Ridge Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Falcon Ridge Public Charter School will create this low-threat environment and safe harbor with a unique character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity. 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. Students who display kindness and good citizenship are given special recognition through a well-designed reward system.

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. Students, parents and teachers can be reassured that our best efforts will be put forth in creating a safe harbor.

The atmosphere created by our focus on kindness allows children to soar socially and academically. Students are not afraid to take academic risks, like asking or answering questions in front of peers, when they feel safe and supported. They are not distracted from learning by fear. This is extremely important because our educational focus is accelerated learning, and this is the only way it can be achieved. A culture that is warm and friendly, orderly and free from chaos is developed as a result of this discipline method.

Methods of Instruction
Falcon Ridge Public Charter School's methods of instruction are based primarily on a "teach to the ceiling" philosophy with fast paced direct instruction. The Idaho State Standards are the floor. All students are encompassed in this method, and no child is left behind or left unchallenged. If a child doesn't understand a concept at first, they will eventually master it through daily repetition, assessment, and review. The focus isn't on when a child understands a concept, but rather that they will understand it in the end. This takes the desperation out of teaching and the anxiety out of learning. Direct instruction combined with individual student attention is the key to success at Falcon Ridge Public Charter School.

Teachers will be engaged in the act of direct 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.

Another unique aspect of Falcon Ridge's character education curriculum is the dramatization and memorization of classic poems and quotes, such as "The Man in the Looking Glass". The students learn such pieces through automaticity, and discuss the meanings and morals behind them. They develop a sense of pride as they perform them for others. The tempo for our academic program is set by student capabilities, not by textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science, health, humanities, and social studies. In addition, they will be taught fine arts, foreign language, and technology.

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.

Science and Health – The Falcon Ridge Charter School science curriculum is a multi-year sequence, which emphasizes functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing

tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations.

Math – Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. However, since mathematical learning is not a spectator sport, we will continue to have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service – Kindergarten through eighth grade will follow the state standards and benchmarks. In addition, there will be a strong emphasis on community service in the seventh and eighth grades as 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 member s of our democratic community.

Music - It is our belief that early musical training, including orchestra, can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Character Curriculum. Research demonstrates that the study of a second language can boost English proficiency, improve memory and self-discipline and enhance verbal and problem-solving skills. The initial emphasis will be with the intermediate level learners (ages 9-12) with a gradual expansion in subsequent years, allowing students at the high school level to regulate their own language acquisition.

Technology - Technology provides learners with skills that prepare them for future employment. The term "technology" includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools support a child's natural way of learning through individual and group discovery, and through seeking solutions to real life challenges.

Seventh and Eighth Grade Opportunity - Realizing that the junior high years are critical to a child's self esteem, the focus of the seventh and eighth grades has been and will continue to provide a different environment where students have experienced less stress. There is less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self esteem when taking risks or making mistakes.

Parental Involvement

Parents of the students who attend Falcon Ridge Public Charter School are encouraged to be involved at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, which will be central to the creation of the personalized learning goals. The process to ensure parental involvement will be as follows:

1. Fighting and its consequences, Liability issues concerning supervision on the premises, Field trips, Bus safety, Concerning insurance and student injuries, Homework policy, Dress guidelines, and the Discipline plan. A signed parent acknowledgement will be filed in the school office.
2. Parents will be encouraged to attend two parent teacher conferences a year.
3. Parents will complete one survey throughout the school year addressing one of the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment.
4. In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, and to volunteer at the school setting.

In conclusion, Falcon Ridge Public Charter School will establish a school philosophy, embraced by teachers, the administrator, students, and parents which holds that every child 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 theirs and other's educational experiences. Falcon Ridge Public School academic program is designed to meet the

needs of the students, not cater to the convenience of teachers, administrators, or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

HOW SCHOOL GOALS ADDRESS EDUCATIONAL THOROUGHNESS STANDARDS 33-1612

The Falcon Ridge 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. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or "intelligences":

1 Linguistic
2 Mathematical/logical
3 Intrapersonal (self)
4 Interpersonal (others)
5 Bodily-kinesthetic
6 Spatial
7 Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, the Falcon Ridge Charter School will retain the traditional focus on linguistic and mathematical/logical areas
One way of accomplishing this focus has been through the Personalized Learning Goal. Working together, student, parent and educator consider the learner's strengths and weaknesses. They then identify an academic and a personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement. The Personalized Learning Goal Plan is signed by the student, parent, and teacher.

The Personalized Goal encourages learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Through the use of this personalized goal, the Falcon Ridge 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 the Falcon Ridge Charter's mission of developing "lifelong learners." It is designed to stimulate the desire to learn, and it 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.

The Educational Learning Program is accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612 of the Idaho Code:

1. A safe environment conductive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or vocational post secondary educational programs are provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Falcon Ridge Charter School is achieving the Thoroughness Standards through its basic curriculum and the unique aspects. The instruction of the curriculum is accomplished by using an aligned system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc. and creates an environment allowing for student peace of mind which then maximizes learning potential. We focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach creates sensitivity for mankind in staff and students.

MEASURABLE EDUCATIONAL STANDARDS

Falcon Ridge Charter School lists below the standards, which are driven by the philosophy and mission of our charter. Falcon Ridge's guiding coalition will clearly define the essential knowledge and skills for student learning in each program area making standards subject within the first year of operation focusing on one subject area at a time beginning with language arts. The technology unique aspect strand will be evidenced throughout the following standards.

STANDARDS

Personal Responsibility:

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

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

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 and 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.

MEASURES OF STUDENTS 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 also to encourage students to do their personal best and show them their own improvement throughout the year. As active participants in assessment of their own work, learners are encouraged to develop intra-personal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a

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.

Performance will be assessed on at least two levels: 1) The students will be assessed on their attitudes and personal/academic habits through teacher evaluations of projects and video presentations, as well as parental input. 2) Performance will be assessed according to state developed standards.

Students in attendance at Falcon Ridge Public Charter School will do the following:

1 Meet the statewide performance standards developed by the Idaho Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Health, Humanities, and Physical Education;

2 Achieve by scoring on a Proficiency level which would meet all standards in the following assessments:
ISAT assessment, Grades 3-8
Participation in NAEP

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

4 Exceed statewide and local district student performance on state required assessments.

We will meet the goals identified in this Petition when students demonstrate the following:

Utilizing established Idaho state AYP targets as a benchmark:

- In the area of Reading, during the 2012-2013 school year, 96% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a "proficient" score or above on state standardized assessments [ISAT (grades 3-8) and IRI (at "benchmark" or a combination of "strategic" and "benchmark" in grades K-3)].
- In the area of Mathematics, during the 2012-2013 school year, 95% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a "proficient" score or above on state standardized assessments [ISAT (grades 3-8)].
- In the area of Language Usage, during the 2012-2013 school year, 92% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a "proficient" score or above on state standardized assessments [ISAT (grades 3-8) and IRI (grades K-3)].
- In the area of Reading, during the 2013-2014 school year and forward, 100% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a "proficient" score or above on state standardized assessments [ISAT (grades 3-8) and IRI (at "benchmark" or a combination of "strategic" and "benchmark" in grades K-3)].
- In the area of Mathematics, during the 2013-2014 school year and forward, 100% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a "proficient" score or above on state standardized assessments [ISAT (grades 3-8)].
- In the area of Language Usage, during the 2013-2014 school year and forward, 100% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a "proficient" score or above on state standardized assessments [ISAT (grades 3-8) and IRI (grades K-3)].

- Student absenteeism is less than 4%;(as measured by school attendance records.)
- Student tardies are less than 2%; (as measured by school attendance records.)
- 7th & 8th grade students receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems; (as measured by community service log.)

Tracking of Students' Progress Toward Mastery of State Standards Over Time

The students are tested weekly in the following areas: Concept tests, Mad Minutes for math, reading comprehension. A Words-per-minute test is given every two weeks to determine reading grade level. Results from the ISAT and IRI are used to also track a student's progress toward mastery of state standards over time. Samples of the Concept, Mad Minute, and Words per minute tests are found in curriculum samples. (Harbor Method Sample Binders)

Remediation
Additional help will be given to students who do not accomplish the following;
—— * Scoring on a proficiency level which would meet all standards on the standardized tests on the national, state, and district levels after a period of two consecutive academic years at Falcon Ridge.
* Read at grade level by third grade.
* Compute math at grade level by third grade.
* Student work depicts acquired, integrated, extended, refined and meaningful utilization of students.
* Reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.

Special Note: Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including, ESL Program, Special Education, Title 1 (if funded), tutoring, and the opportunity with parental support to attend school during one or more intercessions.

Personnel
Staff Requirements – 26 Total Staff, Year 1

1.	Kindergarten	0.5 FTE
2.	Grade 1	1.0 FTE
3.	Grade 2	1.0 FTE
4.	Grade 3	1.0 FTE
5.	Grade 4	1.0 FTE
6.	Grade 5	1.0 FTE
7.	Grade 6	1.0 FTE
8.	Grade 7	1.0 FTE
9.	Grade 8	1.0 FTE
10.	Music	0.5 FTE
11.	PE	0.5 FTE
12.	ESL	0.5 FTE
13.	Science	0.5 FTE
14.	Special Ed.	1.0 FTE

Administrator	1.15 FTE
Non-certified	4.5 FTE (part time personnel – 9 staff)
	2.0 FTE

Qualifications – All individuals to be employed by Falcon Ridge Public Charter School will possess the personal characteristics, knowledge base and successful experiences. Administrative and instructional staff will be certified teachers, and will be "highly qualified" as required by No Child Left Behind or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. Falcon Ridge Public 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. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

Benefits – All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Falcon

Ridge Public Charter School will make all employer contributions as required by PERSI, and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Health benefits will be provided to full time employees at a minimum of no less than health benefits provided to employees of surrounding districts.

TRANSFER OF RIGHTS

The transfer rights of an employee choosing to work in a public charter school and the rights of such employees to return to any noncharter school in the school district after employment at a public charter school authorized by the commission, instead of a school district, are not clear.

Unused sick leave shall be accumulated from year to year as long as an employee remains continuously in the service of the same school district, including charter districts, to ninety (90) days accumulation of leave. Termination of employment in any district shall terminate sick leave rights, both current and accumulated, except when such employee is employed by another district or another state educational agency during the school year immediately following the year of termination; and the accumulated leave up to a maximum of ninety (90) days shall be secured for, and credited to, the employee by the district or state educational agency thereafter employing such employee. Whenever new school districts are formed by the consolidation or by the division of existing districts, the accumulated sick leave of school district employees who continue in service in the new district or districts created by such consolidation or division shall have such accumulated sick leave secured for, and credited to, them in such newly created district, or districts. 33-1217.

COLLECTIVE BARGAINING

The certified staff of Falcon Ridge Charter School will be considered a separate unit for the purposes of collective bargaining.

Recruiting of teachers will be primarily through newspaper advertisements. Falcon Ridge Public Charter School will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. Members of the Governing Board will conduct interviews.

STAFF MEMBERS' CRIMINAL HISTORY CHECKS

Falcon Ridge Charter School will comply with Idaho Code 33-5205 (3) and 5210 (4) (d). Each new employee having contact with minor pupils and not possessing a valid Idaho State Teaching Credential must submit two sets of fingerprints to the State Department of Law Enforcement for the purpose of obtaining a criminal background check. This is a condition of employment.

WRITTEN CONTRACTS

Employment of Falcon Ridge Charter School teachers and administrators shall be on written contract in form as approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder 33-5206(4).

HEALTH AND SAFETY

(see also Staff Members' Criminal History Checks)
Kindness will be the number one expectation for Falcon Ridge Charter School students in the area of behavior. There will be an emphasis on politeness, honesty, and integrity. The umbrella under which these areas fall is called discipline, "to disciple".

If students are kind, there will be no fights, no gangs, and no name-calling. Kindness covers all areas that can potentially cause behavior problems in a school setting. Many of the school's awards are behaviorally related. How will we accomplish our goal of a safe and orderly environment where students can learn and succeed?

First we must minimize the background noise so teachers have patience with children. We identify the

background noise as hallway and assembly noise. As such we have implemented the following rules:

1. No talking in the hallways or when entering or exiting assembly programs.
2. Students will walk in straight lines. (It is easier for adults to see where students' hands are and also what is in those hands.)

Second, students at Falcon Ridge Charter School are expected to be polite.

1. Students will say please and thank you to the cooks and servers.
2. Students are expected to use napkins and talk quietly during lunch.
3. STUDENTS WILL ALWAYS BE RESPECTFUL TO ADULTS.

Falcon Ridge Charter School philosophy which has become the mission of our school is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place". Fighting is diametrically opposed to "low threat". A fight is described as follow: pushing, shoving, kicking, pulling or physically connecting in an aggressive manner with another student and must be seen by a staff member. Parents will be notified by the classroom teacher of the fight (battery). The consequences for a fight are as follows:

ELEMENTARY K – GRADE 8

1st fight (battery)	Loss of recess/PE for 5 school days, Loss of field trip privileges: K, 1,2,3 – One field trip. Grades 4,5,6,7, and 8 loss of all remaining trips for the school year.
2nd fight (battery)	In-school suspension 2 days Grades K, 1,2, and 3 – loss of all remaining field trips for the school year.

Rationale for loss of recess, P.E., and field trips:
Recesses and P.E. are not as structured as other classes in a school setting. A field trip is any occasion when students are away fro the school campus. Anytime students are involved in field trips, there is more liability for Falcon Ridge Public Charter School.
The only way a student identified in a fight can participate in the off campus activity is if he/she is taken by a parent and supervised by said parent and then brought back by the parent. The student's safety is the responsibility of his/her parents.

SPECIAL EDUCATION

Description of Delivery Models/Resources:
Falcon Ridge Public Charter School will identify special needs students, and provide successful special needs education for them and adopt and comply with the "Special Education Manual" from the State Department of Education as now adopted or as amended. The Falcon Ridge Public Charter School part or full-time in-house Special Education administrator will be the Section 504 Compliance Officer.

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

Falcon Ridge Public Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the Falcon Ridge Public Charter School, such evaluations will be contracted with a private provider. ESL will also be provided at the level of the student's need.

A certificated 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 guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. The Falcon Ridge Public Charter

School will contract with a private provider for the provision of related services. Direct speech, language, 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, the Falcon Ridge Public Charter School will contract with a local school district to provide services.

Discipline for a student with disabilities will follow the same Discipline Policy as outlined in the Health and Safety aspect of Falcon Ridge's charter, unless stated in their IEP. If there is a need to address the behavior of the student, the IEP team will: 1) address preventative actions, 2) address how to teach the right behavior, and 3) address the consequences for the student. Falcon Ridge Charter School will follow all guidelines in the Idaho Special Education Manual as no adopted, or as amended.

GIFTED & TALENTED SERVICES

In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and /or talented students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment will allow areas to be pursued beyond the scope of the regular curriculum – regardless of their areas of giftedness or talents. This will be accomplished through but not limited to clustering, competitions, consultations, curriculum compacting, honors classes, independent study, interest-based workshops during intercessions, and pullout classes.

Falcon Ridge Charter School will use the following outline of identification procedures for our gifted and talented program:

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

LIMITED ENGLISH PROFICIENCY

In keeping with Falcon Ridge Charter School goals, Falcon Ridge will identify the special needs of students including LEP (Limited English Proficient), special education, gifted and talented, compensatory education and provide successful special needs education for them. Falcon Ridge will use a home-language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The 'Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development.

TRANSPORTATION

Transportation will be provided for those students residing in the Kuna School District. We will contract bussing services with the Kuna School District. Contracts will be available within 30 days after the charter is approved. Information will be submitted to the SDE as required by 33-5208 (4). See Attachment F for letter of intent.

CHILD NUTRITION

Falcon Ridge Charter School will access the Federal Lunch program. After the lottery process and registration forms are filled out, a federal form will be filled out as well by every family regarding income and family size to determine if the student is eligible for free and reduced lunch under the IDEA and NCLB guidelines. In the permanent plans we have for the school building, there will be a kitchen that will be used to provide nutritious lunches for the students. **U**ntil the building is finished, we will provide hot nutritious lunches through our own contracted services.

ATTENDANCE AREA

Primary attendance area will be the boundaries of Kuna Joint School District No.3; secondary attendance area will be outside of Kuna Joint School District No.3.

NOTIFICATION OF ENROLLMENT OPPORTUNITIES

Target Market and Market Growth
Prospective students of Falcon Ridge Public Charter School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be the boundaries of Joint School District No. 3. The secondary attendance area shall be outside of Kuna Joint School District No. 3.

The target area has a potential student body of 3600 within the district boundaries with a projected growth of 7% annually. Falcon Ridge Public Charter School plans to begin with an initial student body of 268 students in kindergarten through eighth grade. (Student population numbers received from Kuna School District No. 3.)

Advertising and Promotion Plan
Falcon Ridge Public Charter School will actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with elementary and middle schools located within the target area using newsletters and/or flyers.
2. Falcon Ridge Public Charter School website (available within two weeks of approval) that will introduce the Harbor Method, and other information about the school.
3. Brochures promoting the curriculum and methods used at Falcon Ridge Public Charter School.
4. Public informational meetings about Falcon Ridge Public Charter School will held in accordance with Idaho Statute §67-23.
5. Tours of the school we are modeled after (Liberty Public Charter School) will be arranged for all interested persons.
6. Other methods may include: news releases, radio, television, newspapers, news conferences, and newsletters.

The costs for implementing this plan will be approximately $3,000. (See – First Year Budget "Communications".)

ADMISSION PROCEDURES

	Grades Served **Please circle all grades being taught.**	Total Number Served Enrollment cap at all campuses and in all grades combined	**Sites** Number Operating
Year 1	**K 1 2 3 4 5 6 7 8**	276 Cap	____1____
Year 2	**K 1 2 3 4 5 6 7 8**	276 Cap	____1_____
Year 3	**K 1 2 3 4 5 6 7 8**	276 Cap	____1_____

School Calendar	

☐ Standard ☐ Extended School Year **X** Alternative **(please describe in 5 words or less)** __Modified Year-round_____	Instructional Days: ___173_____ Start Date: _August 15, 2005

Hours of Operation: Falcon Ridge Public Charter plans to open in August of 2005. Grade organization will generally consist of traditional single-grade classrooms. The school calendar and hours of operation are based upon a modified schedule including 173 days of instruction. The school day is initially planned to begin at 8:10 AM and end at 2:30 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.

Class Size: Falcon Ridge Public Charter School will be relatively small. In our initial school year we will have approximately 276 students, kindergarten through eighth grade. We believe that students benefit from a small school setting. Although our total population is small, our classrooms may be considered large. The methods we 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. Our kindergarten class will have 24 students, first through fourth grades will have 29 students each, and fifth through eighth grades will have 33 students each.

Admission Procedures

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending Falcon Ridge Public Charter School.

Falcon Ridge Public Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order. Falcon Ridge will be accepting registration applications starting in January of each year and will except applications until 3:00 PM on the last Friday of every April. The lottery will be held the first Monday of every May. The Falcon Ridge Public Charter School lottery process will be held according to Idaho State Code section 33-5205.

ENROLLMENT CAPACITY AND OVER-ENROLLMENT PROCEDURES

The waiting list will remain effective until the last day of school for the school year in progress. That existing waiting list from the active school year will then no longer be valid and the new waiting list resulting from the new lottery will take effect for the upcoming school year.

ATTENDANCE ALTERNATIVE

Students residing in the Kuna School District have the option of attending the Kuna School District's elementary and secondary schools if they choose not to attend Falcon Ridge Charter School.

DUAL ENROLLMENT

Students in Falcon Ridge Charter School may participate in Dual Enrollment as provided for in Chapter 2, Title 33, Idaho Code.

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FACILITIES

FRPCS is currently meeting in facilities that are intended for temporary use. A building fund has been established and is being funded as an annual budget item. Additionally, an enlisted architectural firm is currently engaged in developing a phased master-plan and determining projected building costs with stakeholders. Financing options are researched on an ongoing basis by FRPCS Board, business office, and administration. The FRPCS board is committed to moving forward in the permanent facility process as quickly as possible yet in a manner that will prove fiscally prudent.

LIABILITY INSURANCE

See page 4 under GOVERNANCE STRUCTURE. See attachment I for letter of intent.

POTENTIAL CIVIL LIABILITY

See page 4 under GOVERNANCE STRUCTURE.

DISPUTE RESOLUTION PROCEDURES

The Public Charter School Commission and Falcon Ridge Public Charter School, Inc., will resolve disputes relating to provisions of the charter following the procedures set forth in Idaho Code 33-5209 and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

ANNUAL AUDITS

Falcon Ridge will follow the requirements set forth by Idaho Code 5205(3)(j) and 5210 (3) regarding annual audits.

Financial audits will be submitted by Falcon Ridge Public Charter School to both the Bureau of Public School Finance and the Bureau of Curriculum and Accountability at the State Department of Education by the 15th of October for the previous year ending June 30th. An additional copy of annual Financial Audits will be submitted along with annual Programmatic Audits by Falcon Ridge Public Charter School to the authorizing entity by the 15th of October for the previous year ending June 30th.

The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Falcon Ridge Public Charter School will follow the requirements set forth by the Idaho Department of Education. More detail on accounting procedures will be kept by the Treasurer in an accounting manual. Falcon Ridge Charter School will be responsible and accountable for learning the program, student standards, measurable educational standards, and unique aspects of the contract.

INTERNET SAFETY

Falcon Ridge Public Charter School will develop and implement an Internet Safety Policy under the Children's Interne Protection Act that will be strictly enforced. It will include the operation; of technology protection measures with respect to any of its computers with Internet access through such computers to visual depiction's that are obscene, child pornography, or harmful to minors. Parents will sign an information and permission form regarding Internet Safety and the use of the computers.

CHILD FIND
Falcon Ridge Public Charter School will participate in Child Find.

Electronic Data Submission
Falcon Ridge Public Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement
Falcon Ridge Public Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Falcon Ridge Public Charter School will take a one-day Special Education training class sponsored by the Idaho Department of Education subsequent to signing the contract, but prior to the first day of instruction.

All information presented in this charter application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.

BUDGET ASSUMPTIONS

1. Enrollment: The Harbor School Method is used presently in 4 public charter schools. All four schools have a significant waiting list. The first year Falcon Ridge Public Charter School is in operation, it will serve the following number of students:

Kindergarten – 24 students		.75 unit
Grade 1 –29 students		
Grade 2 –29 students		
Grade 3 –29students		
Grade 4 –33 students		
Grade 5 –33students		
Grade 6 –33students	Grade 1 – 6	9.0 units
Grade 7 –33students		
Grade 8 –33students	Grade 7, 8	3.0 units
Capacity-276 students		**12.75 units**

2. **Attendance:** The Harbor School Method is a direct instructional approach that necessitates a higher attendance of 96 %. When factoring the information in #1 Enrollment, once the exceptional child dollars are factored in to the Feb. 15th payment, the units received from a Harbor School with an attendance policy was 12.5 units. The 12.75 budget assumption identified in #1 Enrollment is a conservative assumption.

3. **Federal Charter Grant:** $150,000.00 is a conservative estimate drawn from Liberty Charter School and Hidden Springs Charter School.

4. **Payroll:** Payroll includes Instructional, Non Certified, Administrative, Health Benefits, Persi, FICA, etc. of $65,000.00 per month with a cushion of $4,800.00 per month.

5. **Monthly expenditures:** These expenditures include everything not listed in #4. When Payroll items are deleted from the Expenditures---but as you will note that on the *Month to Month Cash Flow* attachment, there has been another $5,000.00 added in as a cushion each month. The only exception to this is the August 15th amount of $65,000.00, which includes start up materials, portable costs.

6. **Non-Certified costs:** The Harbor School Method uses p/t educational assistants for tutoring lower achieving students. This makes maximum use of non-certified adults during critical reading/math instruction. Included in the non-certified cost is 3.5 hours of custodial cost per student contact day.

0987561346`134567890 budgets are assumptions and are subject to change.

Timeline

March 2005
Recruit students with methods outlined in marketing plan
Recruit personnel-newspaper ads
Submit estimated counts to School Finance-Tim Hill-with request for early charter payment
Adopt policies and procedures and student handbooks

March 2005 – Governing Board Meeting

April 2005
Identify facility

April 2005 – Governing Board Meeting

May 2005
Order supplies, materials, and furniture
May 2005 Hold lottery if necessary
Hire Personnel

May 2005 – Governing Board Meeting

June 2005
June 2005 – Governing Board Meeting

July 2005
July 2005 – Governing Board Meeting

August 2005
Facility acquired
August 2005 – Receipt of supplies materials, and furniture
August 2005 – Payment for supplies, materials, and furniture

See attachment E for 3 year Budget

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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SECRETARY OF STATE
STATE OF IDAHO

ARTICLES OF INCORPORATION
OF
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.

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 State.

ARTICLE 1: Name

The name of the corporation shall be: Falcon Ridge Public 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 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 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 1986 (or the corresponding provision of any future United States Internal Revenue Law).

The corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible under law. 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.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 1796 N. Doe Ave. Kuna ID 83634, and the name of its initial registered agent is Heather Dyer.

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). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Heather Dyer 1796 N. Doe Ave. Kuna ID 83634
Brenda Lamphere 820 Long Valley Nampa ID
Donia Jefferies 1852 W. Bayhorse St. Kuna ID 83634
Jack Noble 3940 King Rd. Kuna ID 83634
Vince Bos 1115 W. Gold St. Kuna ID 83634

IDAHO SECRETARY OF STATE
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ARTICLE 5: Incorporators

The name and address of the incorporator is Heather Dyer 1796 N. Doe Ave. Kuna ID 83634.

ARTICLE 6: Mailing address

The mailing address of the corporation shall be P.O. Box 326 Kuna ID 83634.

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, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, education, religious, and or scientific purposes and which has established its tax exempt status under section 501 (c) (3) of the Internal Revenue Code.

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 of 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.

Dated effective the 25th day of June 2004.

INCORPORATOR:

Heather Dyer

FILED EFFECTIVE

204

ARTICLES OF AMENDMENT
(Non-profit)

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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:
Falcon Ridge Public Charter 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:

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, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit 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.

3. The date of adoption of the amendment(s) was: 9/30/2004

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: 5
b. The number of directors that voted for each amendment was: 5
c. The number of directors that voted against each amendment was: 0

☐ 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: _____

Customer Acct #: _____
(if using pre-paid account)
Secretary of State use only

Dated: 10/13/2004
Signature: _____
Typed Name: Heather Dyer
Capacity: Chairperson of the Board

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Revised 10/2003

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ARTICLES OF AMENDMENT
(Non-profit)

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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:
Falcon Ridge Public Charter 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:

ARTICLE 8: Dissolution and Distribution
Upon the dissolution of the Corporation, the assets of the Corporation shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of the corporation, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law pursuant to Section 33-5206, Idaho Code.

3. The date of adoption of the amendment(s) was: February 21, 2007

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: 5
b. The number of directors that voted for each amendment was: 5
c. The number of directors that voted against each amendment was: 0

☐ 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: _____

Customer Acct #:
(If using pre-paid account)

Secretary of State use only

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Dated: 2/21/07
Signature: [signature]
Typed Name: Bob Purbeck
Capacity: Chairman of the Board

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Revised 10/2003
Web Form

BYLAWS
OF
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation

ARTICLE I
MEMBERSHIP

Section 1.1 No Members

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

ARTICLE II
OFFICES

Section 2.1 Offices

The Corporation's principal office shall be fixed and located in the County of 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 III
PURPOSE

Section 3.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

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 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 IV
BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described

as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers

The Board, as a board, shall have the full power and duty to manage and over see 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).

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have the powers enumerated in these Bylaws and the following specific powers:

1. To elect and remove officers, agents, and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
2. To conduct, manage, and control the affairs and activities of the Corporation and to make rules and regulations.
3. To enter into contracts, leases, and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation.
4. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, encumber, convey, or otherwise dispose of such property.
5. To indemnify and maintain insurance on behalf of any of it's Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Idaho Nonprofit Corporation Act and the limitations noted in these Bylaws.

Section 4.3 Election of Directors

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

b) 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 Falcon Ridge Public Charter School, faculty and employees of Falcon Ridge Public Charter School, and such other persons and entities as the Board determines to be stakeholders of the Corporation.

c) The voting shall occur by secret ballot at the Annual Meeting of the Board of Directors. No proxies will be recognized at such election.

d) The candidates for the seats shall be elected at large to fill the seats open for election, to the end that no candidate shall be associated with any particular seat open for election until after the ballots have been counted. The candidate receiving the most votes will fill the seat with the longest term

open for election, if there is any difference in the length of the terms standing for election, and the candidate with the next highest vote total will fill the next seat, and the seats will be filled in like fashion until the open seats have been filled by those candidates receiving the most votes.

Section 4.4 Number of Directors and Terms

The initial Governing board of five (5) Directors of the Corporation shall serve staggered terms for which not more than two (2) such terms shall expire in any year. The five (5) seats of the Directors shall be designated, solely for identification, with the letters A through E, and the expiration for the terms of the Directors currently holding such seats are as follows:

Designation:	Name of Current Director:	Expiration of Term:
A	Vince Bos	June 2005
B	Jack Noble	June 2006
C	Brenda Lamphere	June 2007
D	Donia Jefferies	June 2007
E	Heather Dyer	June 2008

After the initial Governing Board of five (5) Directors of the Corporation, the Governing Board shall serve staggered terms for which not more than four (4) such terms shall expire in any year. The seven (7) seats of the Directors shall be designated, solely for identification, with the letters A through G, and the expiration for the terms of the Directors currently holding such seats are as follows:

A)	Board Director A	Tawnya McKague	2 year term expires June 2015
B)	Board Director B	Bob Purbeck	2 year term expires June 2015
C)	Board Director C	Dixie Herring	2 year term expires June 2014
D)	Board Director D	Jim Negomir	3 year term expires June 2014
E)	Board Director E	Vaughn Goodman	3 year term expires June 2016
F)	Board Director F	Jennifer Graves	3 year term expires June2015
G)	Board Director G	Derek Robinson	2 year term expires June 2015

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 currently in office.

A Director may be removed without cause as provided by Sections 30-3-70 and 30-3-71 of the Idaho Nonprofit Corporation Act. A Director may also be removed for the following acts:

1. Has failed to attend four (4) or more of the Board's Regular Meetings in any calendar year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony; or
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Act.

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) Removal of a Director for one or more of the reasons listed in Section 4.5 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.

c) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum.

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

Section 4.7 Compensation of Directors

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

Section 4.8 Voting

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

Section 4.9 Quorum

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

Section 4.10 Rights of Inspection

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

applicable federal, state, or local law.

ARTICLE V
BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principle 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 second Tuesday of June, if not a legal holiday, and if a legal holiday, then on the day following, at 6:00 o'clock P.M. If the Annual Meeting of the Directors cannot be held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the second Tuesday 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 on the Falcon Ridge Public School bulletin board, at the Kuna Public Library, and at Kuna City Hall.

ARTICLE VI
OFFICERS AN DUTIES

Section 6.1 Officers

The officers of the corporation shall be the Chairman of the Board, Vice Chairman, secretary, and Treasurer. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the Annual Meeting by the Board and serve one (1) term as per section 4.4

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 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 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 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, shall render to the Board, upon request, an account of all transactions as Treasurer and the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE VII
FISCAL AFFAIRS

Section 7.1 Fiscal Year

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

ARTICLE VIII
OTHER PROVISIONS

Section 8.1 Non-liability of Directors

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

Section 8.2 Open meeting Laws

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

ARTICLE IX
NOTICES

Section 9.1 Manner of Giving Notice

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

ARTICLE X
DISSOLUTION

Section 10.1 Dissolution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law pursuant to Section 33-5206, Idaho Code.

ARTICLE XI
AMENDMENTS

Section 11.1 Bylaws

A majority of the Directors may adopt, amend, or repeal these Bylaws.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Falcon Ridge 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 Vaughn Goodman. 10/19/2012

_____(signature)

_____ 1/10/2014

Appendix E: Board Roster

Falcon Ridge Public Charter School
February 13, 2014

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Vaughn Goodman	Chair	07/13 – 06/16	vgoodman@wilburellis.com	208-431-3748
Jim Negomir	Vice-Chair	07/11 – 06/14	Jim.negomir@clearwire.net	208-884-2001
Dixie Herring	Member	07/12 – 06/14	dherring@cvcsonline.org	208-463-1469
Bob Purbeck	Treasurer	07/13 – 06/15	Grl4boy1@msn.com	208-249-1238
Tawnya McKague	Member	07/13 – 06/15	kunabeegirls@hotmail.com	208-888-4797
Jennifer Graves	Secretary	07/12 – 06/15	sixmusicalgraves@gmail.com	208-891-4128
Derek Robinson	Member	07/13 – 06/15	lazyje@msn.com	208-841-0943

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Falcon Ridge Public Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/18 Date Executed: 2/13/2014

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	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	
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 ***?**	**Result**	**Weight**	**Score**
	Exceeds Standard: **Meets Standard:** **Does Not Meet Standard:** **Falls Far Below Standard:**			
Notes	Falcon Ridge Public Charter School (FRPCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. FRPCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. FRPCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. FRPCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.			

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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

		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

		Result	Points Possible	Points Earned
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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

	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

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**			
	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				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	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				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	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				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	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

		Result	Points Possible	Points Earned
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**			
	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				

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
	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				

		Result	Points Possible	Points Earned
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**	**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				

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
	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				

FALCON RIDGE 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
May be divided among multiple measures as determined through individual negotiations	X						
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%**

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

ENROLLMENT

Falcon Ridge Public Charter School (FRPCS) is a public school of choice chartered by the state of Idaho and as such is tuition-free. FRPCS 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 FRPCS 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 Eighth (8th) 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 FRPCS.

Enrollment applications together with required documents must be submitted by the lottery application deadline 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 FRPCS 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 FRPCS) and children of current teachers who have taught at least one complete year at Falcon Ridge, 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 FRPCS students.

3. Third Priority: Applicants living within the Primary Attendance Area.

4. Fourth Priority: Applicants who reside outside the Primary Attendance Area

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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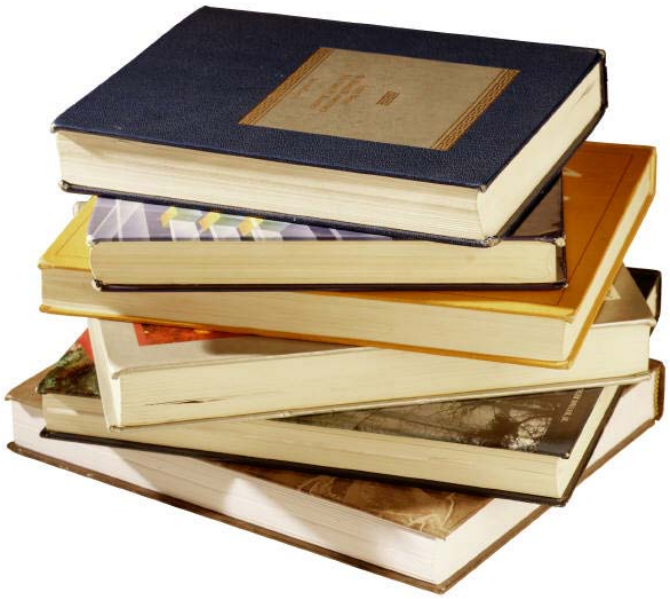


Introduction

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.

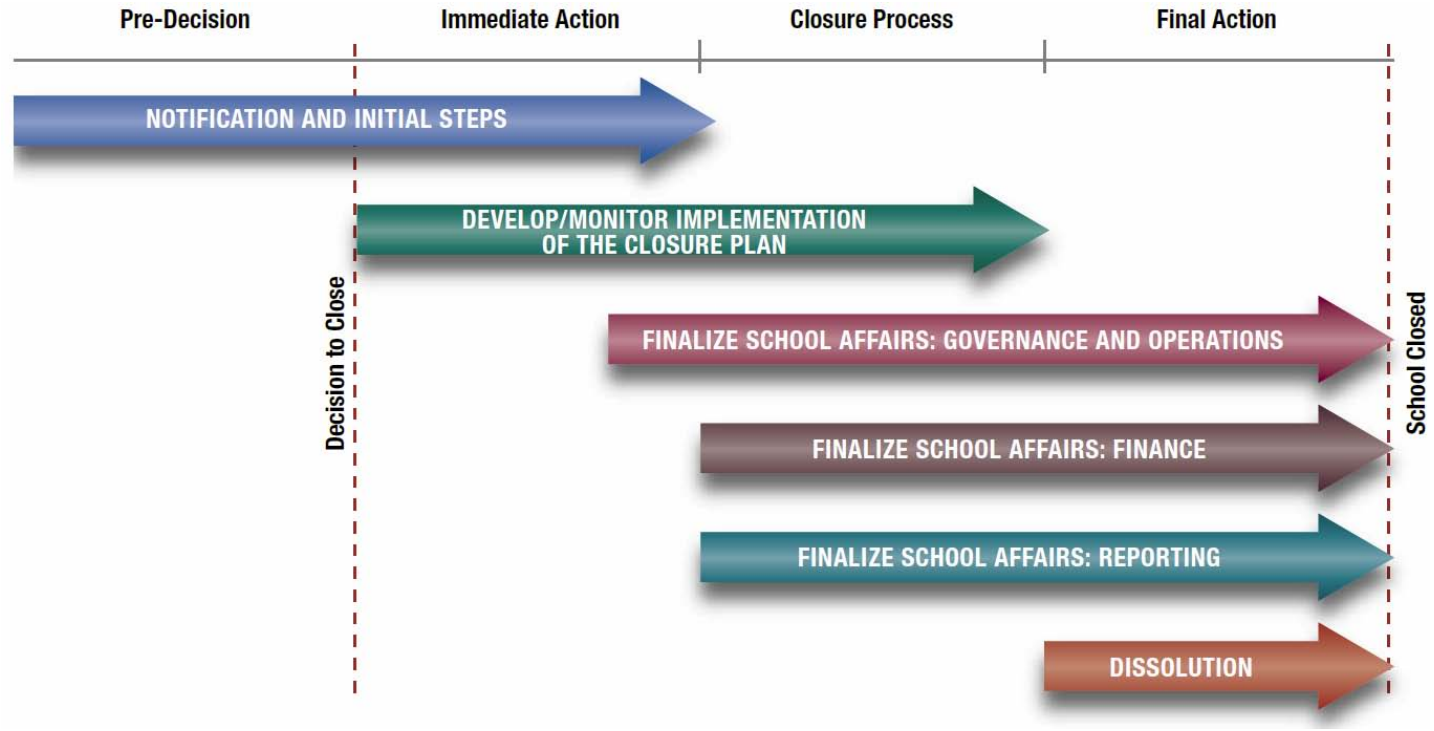
Endnotes

[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]

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of February, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Vision Public Charter School of Middleton, 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 June 8, 2006, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2007; 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 2007 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 February 13, 2014, and shall continue through June 30, 2019, 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: To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.

B. **Grades Served.** The School may serve students in Kindergarten through twelfth grade.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

Arts and Sciences – Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.

Character and Leadership Development - Character development is considered a fundamental purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap

into each child's innate need to know boundaries while protecting his/her dignity.

Small School Environment - The school will provide a small, safe educational setting in which students and faculty know each other personally.

Music Training - Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

Second Language - Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.

An Enriched Curriculum For All Students - An enriched, gifted and talented curriculum will be offered for all students. At the high school level, advanced or college credit level courses will be available for all core subjects.

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 910 of students. The maximum number of students who may be enrolled per class/grade level shall be as follows: 35 students per class; 70 students per grade level.

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. 19291 Ward Road, Caldwell, Idaho 83605. 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: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road. This primary attendance area contains land in both the Middleton and Vallivue School Districts.

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 February 13, 2014.

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, Vision Public Charter School of Middleton, Inc. Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
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Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Vision Charter School
February 13, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Vision Charter School, Inc.

Revised December 15, 2011

Opened: 2007-2008 school year

School districts affected: Vallivue School District #139 and Middleton School District #134

Authorized representative: Lee Hannah, Chairman
3733 N. 39th Street
Boise, ID 83703
Phone: 426-2508
Fax: 426-2199
Email: elizabethhannah@boisestate.edu

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement

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: Vision Charter School.

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 23640 Lansing Lane, Middleton, Idaho 83644, and the name of its initial registered agent is Michelle R. Lambright.

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:

Jody Benson 14460 Sand Hollow Road, Caldwell, ID 83607
Michelle R. Lambright 23640 Lansing Lane, Middleton, ID 83644
Kamille Crawford 16266 Mink Rd, Caldwell, ID 83607
Tracie Wood 14450 Chukar St., Caldwell, Idaho 83607

ARTICLE 5: Incorporators
The name and address of the initial incorporator is Michelle R. Lambright 23640 Lansing Lane, Middleton, ID 83644.

ARTICLE 6: Mailing Address
The mailing address of the corporation shall be 23640 Lansing Lane, Middleton, ID 83644.

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 Idaho Public Charter School Commission, Boise, 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 23rd day of November 2005.

Incorporators:

_____	_____
Jody Benson	Michelle R. Lambright

Bylaws of Vision Charter School 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 Canyon, 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 Canyon, 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 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 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 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 Appointment of Directors
During the initial year of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Vision Charter School. One additional non-voting member may be appointed by the Idaho Public Charter School Commission. Two additional Directors may be added at the discretion of the Directors, as established with a two-thirds majority vote.

After the initial year of operation, Directors shall be appointed in accordance with the provisions of Section 4.3 (c).

After the initial year of operation, Directors will be appointed to fill vacancies on the Board by the process outlined below;

All Board of Directors applicants will be required to fill out a questionnaire.
All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is nominated by the Board of Directors. The committee shall consist of staff members, members of the Parent Faculty Association (PFA), and members of the Board of Directors.
The committee will then recommend to the Board of Directors, at least one but no more than three, candidates for each open position.
The Vision Charter School Board of Directors will vote to select the top candidate.
The time, date and location of all appointments will be advertised by Vision Charter School using, but not limited to, the following methods; posting on the school web site and sending notification home with students.

Section 4.4 Terms

Directors shall be appointed to a two (2) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.

Each Director shall serve until the Board appoints 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 from office by a vote of the directors.

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 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.

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.

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 Directors 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 Canyon, 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 appointment of directors is to be held.

Section 5.2 Annual Meeting
The annual meeting of the Directors of the Corporation for the appointment 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 during June, at the principal office of the Corporation in the County of Canyon, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the appointment 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 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 at least three (3) days prior to the meeting. Notice of all school meetings will be posted on the school web site.

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
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.

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

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and 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 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. All remaining assets will be distributed the Idaho Public Charter School Commission, Boise, Idaho.

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 Vision 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).

_____
Michelle R. Lambright, CPA

Signatures of qualified electors

Copies of the signatures are included behind Tab 10.

Mission Statement

The mission of Vision Charter School is to provide a classical education to all students in an effort to produce well-educated, respectful citizen leaders. A classical education is one which utilizes concepts and facts from History, Language Arts, Literature, Science, Mathematics, Fine Arts, and Social Studies to impart skills in reasoning, problem-solving, and critical thinking. Classical education depends on a three-part process of training the mind. First students spend time learning facts, systematically laying the foundations for advanced study. Then, students learn to think through arguments and finally, they learn to express themselves. This classical pattern is called the trivium. The skills learned in this classical education are mandatory in today's changing society.

The Vision Charter School plans to help students learn how to think and share ideas through group inquiry. The goal is to strengthen critical thinking skills, encourage reading, and form the foundation for a lifelong appreciation of literature.

Leaders are identified by their moral character and intellectual qualities. Vision Charter School will nurture the intellectual capacity of our students with a foundation in reading and writing. Problem-solving and cognitive development will be heightened through the teaching of mathematics and the scientific method. These skills will be enhanced with application to real-world problems. Many studies have suggested that early musical training can increase cognitive development in abstract thinking and logical skills. Through the use of a second language and music from cultures around the world, we will enhance student understanding of different historical and cultural settings. We will also study local, state, regional, and national heritage and culture to promote greater understanding and appreciation of our nation and its diverse population.

As part of our mission we will seek to help our students develop the following academic and personal 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 and 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.

In addition, we hope to help them develop the following personal habits and actions:

- 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, which includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

TAB 2: Proposed Operation and Potential Effects of the Public Charter School

Target Student Population

Vision Charter School will open in the Fall of 2007 with grades Kindergarten through 7th. Each year thereafter, we plan to add one additional grade (i.e. in Year 2 we will add 8th grade). Upon moving to the permanent school site, slated for the 2010 school year, we plan to expand out K- 12 grades to two classes each. In the event that we do not have enough students to fill either 7th or 8th grade, the Board may decide to add those grades in subsequent years – adding a second class of 7th grade in the 2011 school year and 8th in the 2012 school year. Expansion will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Class size will range from 24 to 35 students. Our long-term goal is to add one grade per year until the school serves two classes of the K – 12th grades. Class size for each high school grade could range from 30 – 35 students, allowing a maximum of 70 students in each grade.

Distinguishing Features

The school will be distinguished by five features: an **Arts and Sciences** emphasis, character and leadership development, a small environment for the students, study in a second language, and music training. These five features distinguish our program and establish the basis for offering a unique learning program and environment.

Arts and Sciences - We desire to instill in our students a love of literature, fine arts, and scientific inquiry. Success will be defined as a student with fundamental knowledge of Language Arts, Fine Arts, and Science. This education will allow students to pursue any life career with confidence. Career opportunities in science, medicine, and mathematics-based jobs, such as engineering, are on the rise and students prepared to take advantage of these careers through a fundamental understanding of these subjects will have the knowledge and reasoning skills necessary for success.

Character and Leadership Development - We intend to reprioritize character development as a fundamental purpose of education. This will generally be accomplished by embracing a child centered educational model built on high expectations for both student behavior and academic endeavor. We will provide a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of character education curriculum is simply being kind to one another. The result of character education is a school free of teasing, taunting, bullying, negative peer pressure and students who help create a kinder community around them, whether at school, at home or in their neighborhoods.

Small School Environment - Not all students thrive in schools with large student populations. Our small school offers a safe and small alternative for these students. Our students and faculty will come to know each other on a more personal basis.

Music Training - A number of studies have found a strong correlation between cognitive development and musical training. Further studies have shown that the best time to boost intellectual development through music is between the ages of two and ten. Therefore, we will create a keyboard lab within the first two years of the inception of Vision Charter School where students will learn the basics of playing the keyboard. In addition, a music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

Second Language – Vision Charter School recognizes the importance of a second language to the scholastic development and future careers of students. Knowledge of a second language will become increasingly important to effective leadership in the 21st century. In addition, research has suggested that knowledge of a second language may boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills. The school intends to expose students from kindergarten onwards to a second language, with a primary emphasis on the Spanish language. Initially, parents who are fluent speakers of Spanish will be invited on at least a bi-weekly basis and under the direct supervision of a Highly Qualified Teacher, will assist with Spanish classes at the school. These parent assistants will utilize existing Spanish language curricula as a framework for lessons provided to each grade. This will not only achieve our goal of exposing student to a second language, but will also encourage more parental involvement within the school. Additional languages may be added at the discretion of the Board of Directors based on demand and adequate finances.

An Enriched Curriculum For All Students – While gifted and talented students will be identified in accordance with Idaho Code (33.2001, 33.2003, IDAPA 08.02.03.999), we will offer an enriched gifted and talented curriculum for ALL students. Teachers, with the help of educational assistants and a team of parent volunteers will be engaged in the act of direct teaching throughout the day, using every method available to them (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 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, and meeting the needs of identified gifted and talented students.

Core Values

Vision Charter School's core values are reflected in its philosophy and mission statement. It is important for students to be challenged, to be taught as individuals, and to learn in a safe environment.

School Status

Vision 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.

Facilities to be utilized

Vision Charter School is located at 19291 Ward Lane in Caldwell, ID, 83605. This site is approximately 22 acres. This land is our permanent location and was purchased in March of 2010 and the portables were moved onto the site over the summer break in 2010. The 2010 school year opened at the permanent site. Vision Charter School will increase the student population to two classes per grades K-8 and may double 9-12th over the next several years starting in the 2010 school year. This will provide the revenue necessary to finance the land purchase, site improvements, and construction loan. The projected school budget has been revised to accommodate the construction loan. These costs have been included in budget calculations and are consistent with the continuing financial planning and capabilities of the charter school.

Impact on Middleton School District

Based on a recent conversation with Dr. Rich Bauscher, the opening of Vision Charter School in the 2007-2008 school year did not have a significant impact on Middleton School District. They were able to retain the emergency levy that was in place and, through retirements, the impact on teachers in the Middleton School District was minimal. We believe that the impact of the charter school will be neutral by year 2 and that the district will continue to grow despite the charter school taking an estimated additional 30 students from the district each year over the next 5 years.

Impact on Vallivue School District

We have tried to establish a compact, contiguous, and logical primary attendance area to minimize confusion in potential attendees. We hope that Vallivue School District will benefit from an expanded tax based as the land we use, which is currently agricultural, is improved.

Administrative Services

Administrative services for the school will be provided by the Administrator with support from the Board of Directors. The Board Treasurer is also a CPA and has agreed to provide accounting services to the school for the first three years of operation. We will hire a full-time secretary who will assist with handling paperwork and required reporting for the school. A part-time administrative assistant may be added as needed. An independent audit will be performed each year by an outside auditor (not affiliated with Vision Charter School). Board members and founding family members will be utilized according to their background and experience, which includes prior teaching experience, grant writing expertise, and civil engineering.

Civil Liability

To the fullest extent permitted by law, Vision Charter School agrees to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, Vallivue School District, the Middleton School District, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts, 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 there from; 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 Board of Education and the Idaho Public Charter School 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 state and Vision Charter School.

Types of Insurance

Vision 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. Insurance companies who

have and maintain a rating of “A” according to the A.M. Best Company will provide insurance. Potential insurance companies in Idaho who meet this standard include, but may not be limited to, Farmer’s Insurance, Farm Bureau, Woodsman, Regence Blue Shield of Idaho, Blue Cross of Idaho, State Farm, Primary Care of Idaho, and the Principal Group Insurance. Vision Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. Liability and property insurance will be similar to the coverage purchased by the district. A copy of the proof of insurance will be given to the Idaho Public Charter School Commission each time it is renewed to insure continuous coverage. Vision Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school.

TAB 3: Educational Program and Goals

Core Educational Philosophy

No matter how skilled the teacher, or elaborate the classroom, learning takes place in the mind of the student. The ideal educational environment, therefore, is the one that stimulates and engages the mind of the student. The core educational philosophy of Vision Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning. Vision Charter School's core educational 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 teachers, mentors, and advocates;
- all learners have advanced learning opportunities; and
- learners see themselves as part of the community and find ways to serve the community.

Vision Charter School represents a partnership among its students, parents, faculty, administration, and staff. The Vision Charter School is committed to the concept that each child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children, but also have a responsibility to ensure that their child understands the standards and expectations of behavior that is expected by the school. Teachers have the right to teach in an orderly environment without fear of violence. We strongly believe that a kind environment should be extended through the potentially tumultuous middle school years.

We draw not only on time-honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.

Above all else, we see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing and enforcing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

A 21st century education

Vision 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 monitored by quarterly student assessment and staff professional development. Student enrollment will be small, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge of what has been taught and which students struggle with which concepts. The school will know if it accomplishes these goals by the continuing success of its students and by student scores on statewide evaluation tools.

Thoroughness Standards (Idaho Code 33-1612)

Vision 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: Vision Charter 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.
- 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: Vision Charter School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
- There will be school-wide 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: Vision Charter School will:

- Utilize the general philosophy of the character education program 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.
- 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: Vision Charter 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 (via e-mail and the Internet).
- 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.

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 student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: Vision Charter School will:

- Use the Idaho State Standards 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 (phonics); CORE (reading/ spelling research); 6-Traits (writing); the Shurley method (English); teaching of mathematics through direct instruction, mathematics manipulative and relevant activities; computation and mathematics for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Develop a personalized learning goal for each student. Together, the student, parents and educator will consider the student's strengths and weaknesses. Faster students will continuously be presented with new challenges. Learners who need more time will benefit from extra help, multiple methods and different environments.
- Emphasize Fine and Language Arts and the Scientific Method.
- Health knowledge and physical activity are very important for students. A comprehensive health curriculum will be taught, as required by the state. Physical activity during the school day will be difficult in a temporary setting, but we are planning for ample playground space.

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: Vision Charter School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, 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 environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Vision Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- All students leaving Vision Charter School will be proficient in using both a word processing and spreadsheet package.
- 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: Vision Charter School will:

- Provide a comprehensive program of community service by the third year of operation 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 workload; 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.

Vision Charter School will achieve the Thoroughness Standards through its taught curriculum and the unique aspects of the school, including our small size and the ability of the Administrator and teachers to be fully cognizant of the curricula taught at all grade levels within the school. With one Administrator and 8 teachers in the first year, collaboration time can be accomplished during regularly scheduled staff meetings and in-service days. 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.

Instructional Methods

Vision 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. Vision 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:

a. 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.

b. 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.

c. 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.

d. 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.

e. In addition, we will employ a comprehensive plan for character education and a rigorous program of core subject instruction that taps into each child’s innate need to know boundaries while protecting every child’s dignity. It will provide an enriched gifted-and-talented curriculum for all students.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to develop virtuous citizen leaders. It is the intent of the Vision Charter School to remain aligned with the general goals and curriculum of the Idaho State Standards. However, acceleration will take place whenever possible. Our students will learn to:

- Develop oral and written skills;
- Use knowledge and skills, think logically, and solve problems related to mathematics;
- Have a working understanding of the scientific method to promote responsible use of scientific information;
- Develop their aesthetic talents in music, visual arts, or performance;
- Develop oral, written and listening skills in a non-native language;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;
- 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 Vision Charter School's mission, we recognize 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 Vision Charter School curriculum contains traditional academic subjects, foreign language instruction, fine arts opportunities and a community service component that make the Charter unique. The Idaho State Standards serve as the starting point and are 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, mathematics and science remain strongly emphasized. The core curriculum will be enhanced with a second language and the fine arts.

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 reading curriculum is literature based. Comprehension skills and vocabulary development 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 using the 6-Traits writing model in conjunction with creative and expository writing. Communication skills include speaking, writing and listening and expand into presentation skills. Grammar

usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. The innovative teaching methods used in language arts are Spalding's phonics, the 6-Traits, CORE research and the Shurley method.

Mathematics. Students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as algebra and geometry. Concept, relevant and manipulative experiences that engage students in exploring, conjecturing, and thinking will continue in these grades. Students will view and use mathematics as a tool for reasoning and problem solving in relevant ways.

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 actual experiments with instruments. This process approach lets students experience the excitement of science so they can better understand facts and concepts and is in line with the Idaho State Standards. Emphasis will be placed on the Idaho Standards addressing student understanding of the importance of health behaviors and lifestyles, including nutrition and physical activity.

Social Studies and Community Service. All grades will follow the basic elements of the Idaho State Standards curriculum in social studies. In addition there will be a strong emphasis on community service as 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.

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. Vision Charter School will provide our learners with technology skills that prepare them for future employment. One source of technology will be the Internet. We have developed a draft Computer Use Policy, included in Tab 10. This policy will be in compliance with the Children's Internet Protection Act. We will allocate up to $50,000 per year for technology expenditures, including hardware, software, training, maintenance, and repair costs. We will solicit technology donations in an effort to reduce direct costs to our budget that will need to be used for technology purposes.

Curriculum Development and Approval

Curriculum development will be an ongoing process directed by the Administrator, 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 Administrator to include written future goals.

Textbooks

Vision Charter School will follow the Idaho State Standards. Textbooks for the school are not yet chosen and will be selected by the Administrator with input from teachers and parents. Textbooks will enrich, not drive instruction.

Educational Programs and Services

Provision of supplemental educational programs and services such as physical education, 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 provided to students who require them. The Board of Directors, Administrator, and PFA will work together to determine the need for, and estimated cost and value of, these programs. As needed, we will seek outside contracts to meet identified needs, with the understanding that all required services will be performed.

Special Needs Students

Vision Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, and students qualifying for section 504. Vision Charter School will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary. The Vision Charter School Special Education administrator will be the Section 504 Compliance Officer.

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

Vision Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider.

Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "Student Discipline") to address these issues. See the draft

policies for disciplining students with disabilities and Drug and Alcohol Use in Tab 10.

Appropriate personnel will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A certificated teacher will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Vision Charter School will contract with a private provider for the provision of related services. Direct speech, language, or OT 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 on site, Vision Charter School will determine the least restrictive environment complying with PL 94-142.

Vision Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. We will use a home-language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the Vision Charter LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out.

Other Special Needs Student Services

In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented, LEP, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The Charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, the following: clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring and pullout classes. Transportation will be provided as needed and required.

Dual Enrollment

There will be reciprocal agreement between the Vision Charter School and both Middleton School District and Vallivue School District to meet dual enrollment requirements as specified in Idaho Code 33-203. Middleton School District already has a policy in place (Dual Enrollment Policy #630) which it is using successfully.

Academic Freedom, Controversial Issues, and Religion

The Vision 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.
- teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

TAB 4: Assessment of Student Educational Progress

Measurable Student Standards

Standards and standardization are the basis of assessment. Performance will be assessed on at least three levels:

- student progress relative to previous performance will be assessed following state requirements
- attitudes and personal/academic habits will be assessed through teacher evaluations
- performance will be assessed relative to district and state developed standards.

Self-assessment will provide a unique learning opportunity for Vision 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.

The goals of this school are as follows:

- show improvement or score in the top quartile on standardized tests offered at the national or state level, after a period of two consecutive academic years at Vision Charter School
- strive for all students to write, read, compute and solve mathematical problems at grade level
- aim for a student absenteeism of less than 4%
- samples of each students' work reflects acquired, integrated, extended, refined and meaningful utilization of knowledge
- students will 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.

Student performance will be assessed relative to other learners of the same age through district, state, and national testing. We will follow the timeline established by the Idaho State Department of Education in administering student assessments. A student baseline will be established during the first year of testing and will be evaluated each year thereafter. As other state mandated tests are required, Vision Charter School will administer these tests.

Student Assessment

A goal for students enrolled at Vision 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 English, Reading, Science, Social Studies, Health/Wellness, Humanities, and Mathematics.

Student assessment evaluation, reported annually, will consist of:

a student baseline developed during the first year using testing results;

1. a comparison of annual results with baseline scores to assess progress; grade-level and school composite scores;
2. a graph of annual results showing year-to-year change;
3. a graph of school scores relative to state and national averages; and
4. sub-analysis of a variety of variables 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. The annual report of student progress will be made to the Idaho Public Charter School Commission no later than June 30 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 prescribed by the state. This data will also include Vision Charter School-developed assessment information.

Student Educational Standards

The State Standards clearly define the essential knowledge and skills for student learning in each program area. Vision Charter school will meet or exceed the state standards in reading, language arts, math, science, social studies, health/wellness, and humanities. Students will be evaluated 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 and 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.

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.

Accreditation

Vision Charter School will obtain accreditation in accordance with Idaho Code 33-119. Idaho Administrative Procedures Act (IDAPA) 08.02.02.140, Accreditation, which defines the State Board of Education's accreditation requirements, will be utilized. This would include developing the following:

- a School/District Strategic Plan,
- a Continuous School Improvement Plan,
- an aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement,
- a plan to meet state approved accreditation standards,
- submitting reports as requested, and
- meeting the Elements of Thoroughness.

Improvement Planning

If it were ever determined that, based on student performance, the school was in need of improving performance, the Administrator and the Board of Directors would meet both internally and with outside experts, such as the Idaho Charter School Network, to develop a comprehensive plan for improving performance. Vision Charter School is committed to a school where student success is our top priority. We would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student learning. These processes may include the amount of time spent on critical subjects, the teaching method employed, the textbooks and other learning materials utilized, and the integration of core subjects.

Improvement of Student Learning

Multiple learning opportunities are afforded the Charter School 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 reinforces 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.

Vision Charter School’s learning program is built on the belief that all children can learn, but not in the same way, at the same pace, or from the same sources. It recognizes that children are gifted in different ways 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 daily instruction, Vision Charter School will retain a traditional focus on linguistic, kinesthetic, mathematical/ logical areas, and implement a unique musical component. The staff at Vision Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

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, the student, parents, and educator will consider learner strength’s and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Vision 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 learner who needs more time benefits from extra adult help, multiple methods, and different environments. The learning program supports Vision Charter School’s goal 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 Vision Charter School learns and grows.

TAB 5: Governance Structure

Vision Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. The School's Bylaws and Articles of Incorporation are provided in Tab 1. The Board of Directors will be the public agents who control and govern the charter school. Vision 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 meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school.

Organizing Group

The organizing group of founding families has written the Charter petition and elected the initial Board of Directors. The Board of Directors will recruit candidates for the position of school Administrator, and establish a preliminary operating budget. The current function of the organizing group is to serve as a data-gathering resource and to provide input and advice to the Board of Directors. We anticipate a total of 10 founding families.

Board of Directors

Initial Formation

The Board of Directors of Vision Charter School will consist of no less than five (5) and no more than seven (7) members. Two additional Directors may be added subject to the Bylaws of Vision Charter School.

Selection and Replacement

Elections for members of the Board of Directors will be held every two years according to the Bylaws.

Powers and Limitations

Vision 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. Vision 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 Public Charter School Commission to control the Charter School. Vision 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 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, program, or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration. Vision Charter School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.

d. Relationship between Board of Directors and School Administration

Administrator - The Administrator 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:
implementation of the school 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
formative/summative staff evaluations
facility conditions
transportation
climate for innovation and growth
staff and school morale
district/board liaison
treasurer/keep budget and financial records
annual report

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, a Parent-Faculty Association (PFA), a fundraising committee, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through grants, volunteers, and fundraising efforts.

Teacher/Parent Decision Making

The Board of Directors of Vision Charter School may provide consultation to the Administrator regarding ongoing plans for the school. Parents of students who attend Vision 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.

Parental Participation

As described earlier, parents of students who attend Vision 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:

1. Parents will receive written materials at the beginning of each school year.
2. Parents will be encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during 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, curriculum, and achievement.
4. 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 with students.
5. Parents will be encouraged to provide an appropriate learning environment at home for study.
6. Parents will be encouraged and welcomed to volunteer in their child's(ren's) classrooms(s).
7. Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

Community and Business Partnerships

Vision Charter School has no formal business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

Audit of Programmatic Operations

An annual educational program and financial audit will be conducted after the completion of each charter school year. Vision Charter School will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. An independent auditing firm will conduct a financial audit. The Idaho Public Charter School Commission may choose to do an independent audit at the Commission's expense. An independent audit may be

performed as specified (annually) or at such time as revocation or non-renewal of the charter may be initiated.

Dispute Resolution

The Idaho Public Charter School Commission and the Governing Board of Vision Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan. Vision Charter School would like to meet annually, or as necessary, to discuss relations in an effort to be proactive concerning disputes that may arise relating to provisions of the charter contract.

TAB 6: Employees of the charter school

Employee Qualifications

Vision 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 Vision Charter School as outlined within this petition. The Administrator will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written contract approved by the Superintendent of Public Instruction.

Vision Charter School reserves the right to seek limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Vision Charter School 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.

Job announcements and all other hiring practices will be free of discriminatory language.

Professional Opportunities

Faculty at Vision Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

Background Checks

All employees 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 and one will be kept in the individual's personnel file.

Targeted Staff Size

Vision Charter School will employ one teacher per class, with additional staff for music, physical education, and foreign language as the budget permits. The goal is to have 1 teacher per 24- 35 students per class. Education assistants or other adults will be considered for classes in excess of 28 students.

Teacher Certification

A copy of the certificates for all certified teachers/staff members will be kept on file at Vision Charter School and will be provided upon request.

Employee Benefits

All employees will participate in the following programs and benefits: group health insurance, sick leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.

Status of Vision Charter School Employees

Employees of Vision Charter School are not employees of the either Vallivue or Middleton School District. They may apply to teach in either School District. Teachers at the charter school will not be eligible for an in-district transfer to another school within the Vallivue or Middleton School District.

Experience

Certified teachers at Vision Charter School are public school teachers. Their service at Vision Charter School counts as one year experience on the state indexing scale.

Collective Bargaining

Vision Charter School's staff and employees will be a separate unit for purposes of collective bargaining.

Staff Development

Vision Charter School's Administrator will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo an annual performance review.

Health and Safety

To ensure the safety of our employees and students, Vision 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 have proof of immunization or have a written parental waiver and have a birth certificate or other identification before

being enrolled at the Vision 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, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies will 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. policies 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.
    d. policies relating to the administration of prescription drugs and other medicine.
    e. policies establishing that the school functions as a gun-free, drug-free, alcohol-free 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.

TAB 7: Admission Procedures

Admission Procedures

Vision Charter School will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

Vision Charter School founders' and fulltime faculty/staff children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and fulltime faculty/staff children.

Prior to enrollment each year, Vision Charter School will advertise in local newspapers and make application forms available at the Charter School office, via e-mail or other designated locations throughout the primary attendance area. The application will include information pertinent to filling a limited number of positions in each classroom.

The primary attendance area for Vision Charter School shall be as follows: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road. Please refer to the map provided for a visual depiction of the primary attendance area and the relationship between Vision Charter School and the surrounding School Districts. This primary attendance area contains land currently in both the Middleton and Vallivue School Districts.

Students residing in the primary attendance area will be given admission preference to enroll in the school.

Siblings of current students will be given admission preference to enroll in the school.

Once enrolled in Vision Charter School, students will not be required to reapply each year thereafter.

Public School Attendance Alternative

Because Vision 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 Middleton or Vallivue School Districts. 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 Vision Charter School.

Over-Enrollment Procedures

Vision Charter School has identified the following over-enrollment procedures:

a) Vision Charter School founders' children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and fulltime faculty/staff children.

b) Five lottery pools and/or waiting lists will be established and prioritized as listed: 1) returning students, 2) children of founder's or fulltime faculty and staff children, 3) siblings of pupils already attending, 4) students within the primary attendance area, and 5) all other students. Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the waiting list may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting list established from the initial lottery.

d) Once on a waiting list, students will remain eligible for placement within the school without repeating the application process. Each year, Vision Charter will contact all waiting list students and request written verification of the continued desire to be on the waiting list. The order of these waiting lists will be revised annually based on the lottery results. Students wishing to be removed from the waiting list must make their request directly to Vision Charter School, preferably in writing.

e) 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.

f) A lottery will be held by June 30 to establish the waiting list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and the Chairman of the Board of Directors of Vision Charter School or the Administrator will conduct the lottery selection.

Non-Discrimination

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as required by federal state and local laws.

Minimum Enrollment

The minimum enrollment for financial viability depends on the financial status of the school at the start of the school year. As enrollment approaches the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

1 Increase enrollment demand through a marketing campaign.
2 Increase fund-raising from external sources through the PFA.
3 Request voluntary donations from parents.
4 Eliminate or defer expenses.
5 Prepare for the termination of operation as necessary.

Attendance Requirements

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.

1 Employability, punctuality, 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.
2 Educational Benefits. Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
3 Success. Students 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. 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 school starts.

Attendance Requirements. Students may miss up to 4% of the institutional time. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion is being considered.

Notification of Absences and Discipline. Parents/guardians will be notified on the school report cards, during conferences and via phone calls about absences. Notice of the 8th absence will inform the parent/guardian that the school Administrator may deny promotion to the next grade or refer the parent/guardian to the Board of Directors for further discussion and appropriate action.

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.

Attendance Appeal Process. If a parent/guardian wishes to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

1. 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.

2. The appeal process starts with the Administrator. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.

3. 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.

Grading, Homework, and Promotion

Vision Charter School's Administrator will establish policies and procedures for grading, homework, promotion, and retention.

Corrective Action

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: one-on-one tutoring by paraprofessionals or teachers, tutoring by volunteers, and/or they may attend school during an extended session (if offered). Every effort will be made to help students achieve at Vision Charter School.

Student Activities

Vision Charter School's Administrator 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.

Student Fees

No fees from students are planned at this time. Some fees may be identified in the future by the Administrator, as appropriate, and as allowed by the state law. Accommodations for low-income students will be made through fundraising efforts of the PFA. Vision Charter School is a public charter school and will not charge tuition.

Student Rights and Responsibilities

Vision Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Students may be denied attendance to the charter school for any of the following reasons:

1. Being a habitual truant
2. Being deemed incorrigible by the school Administrator
3. Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
4. Being detrimental to the health and/or safety of other students

In addition, students who attend the charter school after being expelled from another district may be placed on probation for one 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, in writing, and during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Administrator or to the Board of Directors for further discussion and appropriate action. The steps which will be followed to address these concerns are described below. If a student is caught being under the influence of alcohol or controlled substances, Vision Charter School will follow the procedures required by Section 33-210, Idaho Code.

Vision Charter School will assemble a student handbook, following state law and due process 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.

TAB 8: Business Plan

Business Description

Vision Charter School, 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). Vision Charter School was established in June of 2005.

Marketing Plan

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Vision Charter School shall be as follows: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road.

Vision Charter School will actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area upon administrative approval
- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Middleton Gazette
- Holding public forums in Middleton at the Civic Center
- Posting advertising materials in English and Spanish in prominent locations throughout the primary attendance area (i.e. the library, the community notice board, at City Hall).
- News releases and articles

The cost for the advertising budget is approximately $1,500.

Facility Description

We plan to construct a permanent school building prior to the start of school in August 2010 and 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*.

Instructional Arrangements

Vision Charter School plans to open in August of 2007. Grade organization will generally consist of traditional single-grade classrooms. The Administrator will determine the school calendar, schedule, and hours of operation based upon a modified schedule. Within that general format, the Administrator, 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 8:00 AM and end at 2:45 PM (school start and ending times will also be dependent on busing availability). This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board of Directors. State and District-required hours of attendance will be met.

Administrative services will be provided by the Vision Charter School Administrator supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Administrator will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The Administrator of Vision Charter School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

Budget: The budget for Vision Charter School, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long Term Budget: A start-up budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached.

Income Sources: Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Working Capital and Assets: Vision Charter School does not expect to have working capital and assets until after the Charter is approved.

Fundraising: A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. We have not included any fundraising monies in our budget.

Expenditures

Expenditures will be handled as described in the following sections.

Purchasing Process: Vision Charter School's Administrator will determine procedures for procuring goods and services, with approval of the Board of Directors.

Payroll Processing: Vision Charter School intends to outsource its payroll processing as determined by the Administrator, with approval of the Board of Directors.

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

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

Transportation

Transportation will be provided to in-district students and at selected pick-up locations for out-of-district students. If seating becomes limited, priority will be given to in-district students.

Food Service

Free and reduced lunch forms will be provided to all students by Vision Charter School. Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Middleton School District. Vision Charter School will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

Resumes

Resumes for the Board of Directors are on the following pages.

Name:	Elizabeth "Lee" Lyon Hannah
Home/Office Address:	23412 Lansing Lane Middleton, Idaho 83644 Phone: 208-585-6544
Marital Status:	Married, two children

EDUCATION

M.P.H.	Public Health/Epidemiology, 1997 University of Kansas Kansas City, Kansas
D.V.M.	Doctor of Veterinary Medicine, 1993 University of Florida, College of Veterinary Medicine Gainesville, Florida
M.S.	Master of Science (Prog. Development and Eval.), 1991 University of Florida, Department of Ag. and Extension Ed. Gainesville, Florida
B.S.	Bachelor of Science, 1989 University of Florida, Department of Animal Science Gainesville, Florida

PROFESSIONAL EXPERIENCE

Research Faculty, Boise State University, Master of Health Sciences Program (1/03-Present)
Provide instruction to Boise State University Master's degree students in epidemiology, research techniques, and statistics. Work with students to identify thesis topics, conduct research, and report research findings. Develop and conduct research grants with the Center for Health Policy and the Department of Community and Environmental Health. Support research activities by other BSU departments and colleges.

University of Utah, School of Medicine, Department of Internal Medicine, Division of Clinical Epidemiology, Medical Epidemiologist (10/03-12/04)
Responsible for the development, implementation and analysis of research projects related to antibiotic use and appropriate antibiotic prescribing. Currently the lead investigator involved with a Centers for Disease Control and Prevention Grant on agricultural antibiotic use and rural physician antibiotic use.

Adjunct Faculty, Idaho State University, Master of Public Health Program (8/01-Present)
Provide instruction to Idaho State University MPH students in epidemiology, research techniques, and statistics. Work with students to identify thesis topics, conduct research, and report research findings.

Rocky Mountain Epidemiology, LLC, Consultant / Epidemiologist (2/01-Present)
Provide consultation to public and private organizations on a variety of issues including data collection and analysis, program development, and program evaluation. Additional

skills include assisting with the identification and writing of grants, preparing manuscripts for publication, presenting at local and national meetings, and helping build relationships and infrastructure which will allow for expanded public health activities.

Qualis Health, Idaho Branch, Medical Epidemiologist (7/00-10/03)
Experience in the development, implementation and analysis of quality improvement projects in a variety of clinical settings including hospitals, physician office's, dialysis facilities and nursing homes under the Idaho Medicare contract. Currently involved with a Centers for Disease Control and Prevention grant on antimicrobial resistance. Particular emphasis is placed on two areas; data issues and intervention development and implementation. Data issues include data collection tool development and testing, field data collection, data quality, analysis of collected data, and production of summary reports. Intervention activities include review of current literature, intervention development, design and implementation of the interventions, and design of the evaluation component. Additional responsibilities include representing Qualis Health to external stakeholders and partners, developing partnerships with academic institutions, state agencies, community organizations, and federal agencies, preparing manuscripts for publication, locating and successfully competing for grants, and developing additional areas of expertise within Qualis Health.

U.S. Public Health Service Commissioned Corp, Veterinary Officer (7/98-6/00)
Detailed as a Medical Epidemiologist to the Centers for Disease Control and Prevention (CDC) assigned to the Colorado Department of Public Health and Environment, Disease Surveillance and Investigation, Denver, Colorado.

Investigated suspected and confirmed disease outbreaks throughout the State of Colorado including: questionnaire development, case/control interviews, data collection and analysis, disease control and prevention, and dissemination of results.

Developed and implemented a statewide influenza surveillance system using school and sentinel physician reporting. Worked with private practice physicians to improve recognition and targeting of high-risk patients for immunization. Served as a lead on a Physician Summit targeting improved immunization rates among private physicians in the metro Denver area. Member of the Colorado Influenza and Pneumococcal Alert Coalition, the statewide influenza and pneumococcal coalition. Developed and implemented a comprehensive website on influenza for the state health department.

Conducted analytic studies using multiple data sources (BRFSS data, hospital discharge data, death certificate data, etc.), determined which data sources to utilize, cleaned and quality checked data files, performed data analysis using SAS and Epi-Info software, prepared summary reports using the analyzed data, and presented findings to internal and external groups.

Developed and initiated a new statewide surveillance system for Creutzfeldt-Jakob Disease (CJD) working closely with other state and CDC staff. Facilitated meetings with university and private practice neurologists and pathologists. Developed a questionnaire for use in the epidemiologic and clinical investigation of newly diagnosed CJD cases.

Prepared journal articles and other publications, handled media requests, prepared grants and cooperative agreements, responded to public requests and concerns, worked with local health departments, other state health departments, and other PHS and HHS agencies.

U.S. Public Health Service Commissioned Corp, Veterinary Officer (2/95-6/98)
Detailed as a Clinical Consultant/Epidemiologist to the Health Care Financing

Administration (HCFA), Quality Improvement Operations Staff, Kansas City, MO.
Managed projects related to quality improvement for Medicare beneficiaries, both those developed by Peer Review Organizations and those developed by the HCFA Regional or Central Offices.
Developed and implemented a seven state Congestive Heart Failure project, including development of chart abstraction tools, ensuring data quality, performing the data analysis, and preparing the results for dissemination.
Served as the lead on a multistate project addressing outcomes following Carotid Endarterectomy surgery.
Worked with CDC National Immunization Program staff to develop Interagency Agreements in 1995 and 1996. Developed a Scope of Work for 1995. Wrote contract language and served as the HCFA lead on the 1997-1998 Guillan-Barre Syndrome (GBS) study that examined the relationship between influenza immunization and the incidence of GBS among Medicare beneficiaries. Planned and organized a National Immunization Conference which was held in Chicago, 1996, program chair, 1997.
Chaired the data committee for the national mammography campaign. Ensured timely delivery of data to HCFA's internal and external partners.

Clinical Veterinarian (6/93-6/98)
Managed a mixed animal satellite clinic in Oregon (6/93-2/95). This clinic offered full medical, surgical, and emergency services; providing laboratory, radiology, and farm call services. Supervised employees (three full-time and one part-time). (4/95-6/98) Served as a part-time relief veterinarian in a small animal clinic. Performed medical consultations, diagnostic workups, and surgical services.

Laboratory Technician
Supervised the laboratory on weekends and assisted staff during the week. Performed bacterial cultures and sensitivities using MIC techniques. Read cultures and reported results to referring doctor. Performed routine serology and parasitology testing. (5/91-5/93) Conducted research related to the immune system (major histocompatibility complex) of various species. Supervised laboratory personnel and developed schedules. Laboratory techniques included southern blotting, radioactive labeling, PCR, and plasmid cloning and subcloning. (7/87-5/91)

Research Assistant (6/90-8/90)
Conducted research on the maternal immune response to pregnancy in the mare, including field and laboratory work. James A. Baker Institute, Cornell University, Ithaca, NY.

PROFESSIONAL TRAINING
Epidemic Intelligence Service (EIS) Program, CDC, assigned to the Colorado Department of Public Health and Environment (7/98-6/00).
How to Work Effectively with the Media, Colorado Public Health Assoc., March 2000.
Prevention Effectiveness Course, CDC, October 5-7, 1999.
Surveillance and Scientific Communications Course, CDC, October 26-30, 1998.
Certificate Program in Outcomes Management and Research, University of Kansas, Lawrence, KS. Lecture series focused on developing, assessing, and evaluating health outcomes (9/96-4/97).
Thirteenth Annual Graduate Summer Program in Epidemiology, The Johns Hopkins University, School of Hygiene and Public Health, Baltimore, MD (6/95-7/95)

PROFESSIONAL ASSOCIATIONS

2001 Idaho Public Health Association, President 2003-2006
Idaho Rural Health Association
2000 Diplomat, American College of Veterinary Prev. Medicine
1993 American Veterinary Medical Association

AWARDS/ACHIEVEMENTS

Group Recognition Award, Food and Drug Admin, DHHS
2000 Finalist, J.D. Lane Young Investigator Award, COA
1998 Secretary's Award for Distinguished Service, DHHS
1998 Regional Administrator's Citation, HCFA, Region VII
1998 Unit Commendation Award, HCFA, Region VII
1998 Nominated for an Exceptional Capabilities Promotion
1998 Nominated for a P.H.S. Commendation Medal
1997 Appointed to the P.H.S. Uniform Board
1996 Achievement Medal, U.S. Public Health Service
1996 Nominated for an Exceptional Capabilities Promotion
1995-1996 Kansas Health Foundation Scholarship
1995 Regional Director's Award, HHS, Region VII
1990-1992 President and Vice-President of Veterinary School Class
1990 Geraldine R. Dodge Summer Research Fellowship

PRESENTATIONS

Molecular analysis of susceptible and resistant E. coli recovered from food, stool, and clinical specimens in a rural community setting. Elizabeth Hannah, J. R. Johnson, F. Angulo, B. Haddadin, J. Williamson, M. Samore. 2004 International Conference on Emerging Infectious Diseases, March 1, 2004, Atlanta, Georgia.

Community-based surveillance of resistant E. coli in commercially purchased meat products - 2002-2004. Elizabeth Hannah, F. Angulo, B. Haddadin, J. Williamson, M. Samore. 2004 International Conference on Emerging Infectious Diseases, February 29, 2004, Atlanta, Georgia.

Molecular analysis of susceptible and resistant *Escherichia coli* recovered from food, stool, and clinical specimens in a rural community setting. Elizabeth Hannah, J. R. Johnson, F. Angulo, A. Gajewski, M. Samore. Presentation at the 2003 Conference on Antimicrobial Resistance, June 23-25, 2003.

Population-based surveillance of resistant *E. coli* carriage among rural community residents: epidemiology and risk factors. Lee Lyon Hannah, Frederick Angulo, Michelle Wilkin, James Johnson, Sam Haddadin, and Matthew Samore. Poster presentation at the 2003 Conference on Antimicrobial Resistance, June 23-25, 2003.

Creutzfeldt-Jakob Disease after Receipt of a Previously Unimplicated Brand of Dura Mater Graft, Commissioned Officers Association Meeting, June 9, 2000, Scottsdale, AZ.

Trends in Behavioral Risks and Outcomes for Cardiovascular Disease, Colorado, 1990-1998. 2000 EIS Conference, April 2000, Atlanta, GA.

Control and Prevention of Adult Varicella Among Detainees in an Immigration and Naturalization Service Facility. National Immunization Conference, June 1999, Dallas, TX.

Control and Prevention of Adult Varicella Among Detainees in an Immigration and

Naturalization Service Facility. 1999 EIS Conference, April 1999, Atlanta, GA.
Failure to Titrate Angiotensin-converting Enzyme Inhibitors in Patients Hospitalized with Congestive heart Failure. 1998 Public Health Professional Conference, COA Meeting, June 9, 1998, Bethesda, MD.

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Hannah, Elizabeth Lyon, CDC. Blastomycosis Acquired Occupationally During Prairie Dog Relocation, Colorado, 1998. MMWR 1999; 48:98-100.

Jody Benson
14460 Sand Hollow Road
Caldwell, Idaho 83607
(208) 250-5298

Education

1978 - Graduated from Pope John XXIII Catholic High School, Everett, Ma.
2002 - Registered Yoga Instructor with a 500 hour certification through Master Yoga Academy, La Jolla, Ca.
2005 – May 90 hour Real Estate licensing program with Executrain of Boise

Work Experience

June 1 2005 to present:

Real Estate Agent at Silverhawk Realty.
Presently being nominated for 2 awards, Rookie of the Year and Top Producer of the Year.

2002 thru 2005:

Owner Energy Works Yoga Studio~ 208 Main St. Middleton, Idaho 83644
Class schedule in studio as well as Contracts with the Nampa Recreation Center, Caldwell Recreation Center, Albertson College of Idaho & Mountain States Tumor Institute with St. Luke's Hospital.
Closed studio in March of 2005 and ended all contracts except continuing to teach a credit program at Albertson College of Idaho.

2000 thru 2002

Fine Host Corporation. Simplot Dining Hall, Albertson College of Idaho.
Asst. Mgr. working full time running the dining facility on campus overseeing all operations of the facility with a staff of 25 employees.

1996 thru 1999

Milligan's Fine Dining and Grill, La Jolla, Ca. 92037
Asst. Mgr. working full time running a high profile fine dining facility. Overseeing all areas of management and operations with a staff of 20 employees.

Originally from Boston, Ma. Moved to Middleton 6 years ago from San Diego. Married to David Benson, an Independent Insurance Broker. Jody & David have 3 children, Dina 14, Lisa 11 & Dakota 7. Currently working with Silverhawk Realty as a licensed real estate agent

MICHELLE R. LAMBRIGHT
23640 LANSING LANE
MIDDLETON, IDAHO 83644
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mrlcpa@earthlink.net

SUMMARY: Over 25 years experience in the accounting sector. Extensive skill in taxation and forensic accounting.

PROFESSIONAL EXPERIENCE:

Michelle R. Lambright, C.P.A. Middleton, Idaho **1994 – Present**
Sole Proprietor

Self-employed specializing in taxation and forensic accounting. This includes preparation of tax returns, civil and criminal litigation, and bookkeeping services.

Internal Revenue Service, Boise, Idaho **1/1991 to 5/1994**
Special Agent, Criminal Investigation Division

Criminal investigations, including tax fraud, money laundering, embezzlement, bankruptcy fraud and narcotic related activities.

Internal Revenue Service, Boise, Idaho **5/1988 to 1/1991**
Revenue Agent

Civil investigations, including tax protestors, compliance projects, and civil fraud cases. Prior to transferring to the Criminal Investigation Division I reviewed civil cases before their closure.

Internal Revenue Service, Boise, Idaho **8/1986 to 5/1988**
Intern with Internal Revenue Service

Part-time employment included non-filing projects, specialized tax divisions, and Phase I training for Revenue Agents.

Boise State University, Accounting Department Boise, Idaho **10/1986 to 5/1988**

Part-time employment, included grading homework and tests for several instructors.

Kamille Crawford

16266 Mink Road, Caldwell Idaho (208)454-0316
kamillecrawford@yahoo.com

Experience 1994-1997 Notus Junior and Senior High School Notus, ID

English Teacher

- Taught English in both the Junior and Senior High School
- Class advisor to the Senior Class

1996-2001 Notus High School Notus, ID

Head Varsity Volleyball Coach

- 1998-2001 Conference champions, qualified for state tournament
- 2000-2001 District champions, 5th & 3rd place finishes at state
- 2001 Sportsmanship award at state tournament
- 1994-1995 Coached junior varsity and junior high volleyball

1995-1998 Notus High School Notus, ID

Basketball and Track Coach

- Coached varsity and junior varsity girls basketball
- Coached junior high and high school track

1992-1993 Vallivue High School Caldwell, ID

Volleyball Coach and Student Teacher

- Coached junior varsity and junior high volleyball
- 1993 District Champions
- Student taught U.S. History at Vallivue High School

Education 1991-1993 Albertson College of Idaho Caldwell, ID

- B.A., History & English, certified in History, English, & Humanities
- Played volleyball

1988-1990 Brigham Young University Provo, UT

Awards

Academic Scholarship- Brigham Young University
Dean's List- Albertson College of Idaho 1991-1993
2000 Third District Coaches Association Coach of the Year
2001 Sportsmanship Award at the state tournament

Volunteer Experience

Worked in Short Sports program for Caldwell Parks and Rec
Vision Charter School Board of Directors
Volunteer at Purple Sage Elementary
Member of PTA at Purple Sage Elementary

TAB 9: Not a virtual school
Vision Charter School is not a virtual charter school

TAB 10: Termination or dissolution

Public Access

Vision 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 Middleton School District. We 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). Vision Charter School gives permission for public inspection.

Complaint Process

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

- Have pertinent parties meet and try to resolve the issue.
- If no resolution can be found to the dispute, the Administrator will intervene and attempt to find a resolution.
- Ultimately, the issue could be brought before the Board of Directors for resolution. Once all needed input has been obtained by the Board of Directors, the Board will render a final decision.

School Records

Vision Charter School's Administrator will determine how the school will maintain school records and required information, consistent with state and Federal guidelines

IRS Regulations

Vision Charter School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

Use of District Facilities

At this time we have no arrangements to utilize any Middleton School District facilities.

Lease/Purchase Documentation

When Vision Charter School enters into any lease or purchase agreement for portable units or facilities prior to the opening of the school, the school will provide complete documentation of this commitment. Our current plan is to open

with portable units leased from a Treasure Valley dealership.

Inspection Reports

Vision 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. Vision 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

Vision Charter School will comply with the rules of the Idaho 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 Idaho Public Charter School Commission shall retain the right at any time to evaluate the degree to which Vision Charter School is meeting the terms of the contract. The Board of Trustees or designee may choose to have a district 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;
- pursue other reasonable means of determining accountability for the Charter School contract.

To enact any of the above measures, the Board 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.

Amending the Contract

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

Termination or Non-renewal

Vision Charter School understands that the Idaho Public Charter School Commission may terminate the charter if it finds that the Charter School has:

- Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract;
- Failed to substantially meet one or more of the student educational standards identified in the charter contract;
- Failed to meet generally accepted accounting standards of fiscal management;
- Failed to submit required reports, as defined by Idaho Charter School Law, to the district;
- Lost substantial support of the school's students, parents, staff, and/or community;
- Shown that it is not in the best interest of students for the school to continue operation;
- Violated any provision of law;
- Filed for bankruptcy or financial reorganization and is unable to pay its creditors.
- Except in emergency situations, the Public Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the Charter Schools' Board of Directors to be heard by the Idaho Public Charter School Commission, before the charter contract can be terminated.
- A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education, based on Idaho Code 33-5207, 5208, 5209.

Dissolution

In cases of termination or non-renewal, the Board of Directors of Vision Charter School is responsible for the dissolution of the business and affairs of the school. Vision Charter School will fully cooperate with the Middleton School District and the Vallivue School District for the dissolution process. All records of students residing in either District will be immediately transferred to the appropriate District. All students will receive written notice of how to request a transfer of student records to a specific school. Vision Charter School will accommodate student record requests from schools outside of Middleton or Vallivue School Districts for up to one year after dissolution. Upon the dissolution of Vision Charter School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission.

Proof of Attendance at the Petitioner's Workshop

Four of the five Board of Directors attended the Petitioner's Workshop held on July 11, 2005. Certificates of Attendance have been included for three attendees.

Policies and Procedures

Please see the attached policies and procedures on discipline, attendance, Drug and Alcohol Use, and computer use for Visions Charter School. These policies will be considered draft until the school Administrator is hired and has the opportunity to review and accept these policies. If the Administrator desires any changes to these policies, they will be resubmitted to the Idaho State Charter School Commission for approval.

Vision Charter School, Inc.
Attendance Policy

Attendance at school must be regular and punctual. Make-up work granted a student after an absence is, at the very best, a poor replacement for the actual class experience. A student's absence requires additional work for everyone, including the student, instructor, and school administration, which cost the school money. Students should plan on attending school every day that classes are scheduled.

A student may not miss more than six (6) days a semester. Absences from a specific class may be considered as a day of absence. All students should be in physical attendance 96% of instructional time. Students should be in the classes in which they are enrolled unless they have been excused to conduct school business.
Students not meeting the attendance requirement may not receive credit even through their grades are passing. However, those students who believe that all or part of their absences are the result of extraordinary circumstances may request a review of their cases.

Examples of extraordinary circumstances include the following:

Extended illness of such severity that the student cannot attend school regularly; verification of the extended illness must be obtained from a licensed health official.

Involvement in an accident or other malady which may preclude regular attendance until full recuperation; verification of the need to be away from the school setting until recuperated must be obtained from a licensed health official.

Pregnancy-associated difficulties that would endanger the emotional and physical well-being of the affected individual as verified by a licensed health official.

Educational and travel programs initiated by the parents and/or students that are neither sanctioned nor sponsored by the school.

Absences that are beyond the control of the student, parent, or school.

A Review Committee, appointed by the Administrator, will examine the student's records and may approve a waiver of the loss of credit. The records of the student, which may be considered, will include the following:

Attendance for the current year and previous year and semester, specifically including the number of absences which occurred, and the amount and type of extended illness.

Grades for the current and previous year and semester, specifically including the subject or grade under consideration.

Make-up of work missed, including whether the work was made up prior to the absence or after the absence.

Make up of time missed in supervised attendance during the school year or during the period immediately following the completion of the school year.

If the Review Committee does not approve the waiver of the loss of credit, the student may request a determination by the Appeals Board, consisting of the Administrator and Board of Directors. A final determination will be made from materials presented to this Appeals Board.

Appeals Process

Appeal forms will be given to each student near the end of each semester.
A letter requesting a waiver of attendance policy should be submitted to the Attendance Officer at the end of each semester. Any physician's statement or appropriate verification of absence should accompany this letter.
The Review Committee will convene to review all requests for waiver of attendance policy.
Recommendations not to grant credit may be appealed by the parents to the Appeals Board.
A personal appearance may be requested by the parent to attend the Review Board and/or Appeals Board hearings.

Definitions

Excused absence: Any absence that is approved by the parent or school. The student has the opportunity to make-up work in classes missed.

Truancy: Absence from classes without the approval of the parent or school authorities.

Truancy Process

First truancy: A conference will be held between the school Administrator and the student. The parents will be notified. The student will be required to make-up all work missed.

Second Truancy: A conference will be held with the student, parent, and school Administrator. The student will be required to make-up all work missed.

Third truancy: A conference will be held with the student, parent, and school Administrator. The student may be referred to the Appeals Board for consideration and action.

Vision Charter School, Inc.
Draft Discipline Policy

Safe Environment

The number one goal of Vision Charter School is having a safe and orderly school and creating an environment that is conducive to learning. We also believe that all parents send their children to school expecting that their child will be taken care of physically, emotionally, socially and academically. As a result, some student behavior cannot, and will not, be condoned in any way.

Students who engage in fighting and/or who are defiant to a staff member will have the following consequences:

1st Offense - Loss of recesses for one week
2nd Offense - 1 day in school suspension
3rd Offense - 2 day in school suspension
4th Offense - referred to Board of Directors for possible expulsion

*Parents will be notified at the time of each offense.

Other behavior that will not be tolerated includes harassment and intimidation of other students, profanity, and not using the playground equipment appropriately. The consequences of these infractions will correspond with the severity of the offense.

Drugs and Weapons

Vision Charter School has a **zero tolerance policy** for drugs and weapons. Students in possession of drugs or weapons will be automatically suspended with an expulsion hearing in front of the Board of Directors.

Suspension and Expulsion

Vision Charter School recognizes that students are entitled to attend a free public school and that even temporary denial of that right may occur only after careful attention designed to protect the individual rights of the students. However, the school is also responsible for providing a safe learning environment which protects the safety of all students, volunteers, and personnel.

The Idaho Legislature has empowered public schools to provide temporary suspension and for the expulsion of individual students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students.

Suspension

Authority to temporarily suspend students has been delegated by the Idaho legislature to principals and school Administrator. No person other than the school administrator or the Board of Directors may suspend a student from Vision Charter School.

Grounds for suspension may include the following:

A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.

A student may also be suspended when, in the judgment of the Administrator, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

Period of suspension: A temporary suspension by the Administrator shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupil's health, safety, or welfare.

Procedure for suspension:

Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures.

Prior to suspension, unless an emergency exists, the Administrator shall grant the student an informal hearing on the reasons for the suspension.

The student shall be given the opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event.

If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension.

Written notice describing the reasons for the suspension, term of the suspension, and conditions required to lift the suspension shall be delivered or mailed to the parent or guardian.

The Board of Directors shall receive a copy of the written notice delivered to the parent or guardian.

Expulsion

Only the Appeals Board, consisting of the Administrator and the Board of Directors, may expel a student. If a Special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of

suspension in a school year, the students IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP Team shall make needed modifications to the student's IEP.

Grounds for Expulsion:

A student may be expelled only for the following reasons:
When the student is a habitual truant
When the student is incorrigible
When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school.
When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school.
When the student carries a firearm, dirk knife, bowie knife, dagger, metal knuckles or other deadly or dangerous weapon concealed on or about his or her person while on the property of the school.
When the student's presence in the school is detrimental to the health, safety, or welfare of other students or staff.

Procedure for Expulsion:

Formal Hearing: When events or circumstances are such that a student faces expulsion from school, the following will occur:

- The student and the parents or guardian shall be notified of:
  - The grounds of the proposed expulsion, and the date, time, and place where a full and fair hearing of the expulsion will be held.
  - The right to be represented by legal counsel.
  - The privilege against self-incrimination.
  - The right to confront and cross-examine adult witnesses who testify against him/ her and to submit evidence on his/her own behalf.
- The student and the parent or guardian shall be provided a written copy of the charges.
- The student's home district will be notified of the hearing and may have a representative in attendance at the hearing. If a student is expelled, the Board of Trustees of the student's home district will hold a hearing to determine if the student will be allowed to attend another school within their district.
- Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Board of Directors shall, within five (5) days, give a written notice of the expulsion to both the Middleton School District Board of Trustees and the Prosecuting Attorney of the county in which the student resides.

Vision Charter School, Inc.
Draft Discipline of Students with Disabilities

All procedures set forth in the "Student Suspension" policy and the "Student Expulsion" policy will be followed when it is necessary to discipline students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The following additional procedures will also be adhered to when disciplining students with disabilities.

DISCIPLINARY ACTIONS

Ten-day disciplinary removal

School personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities. Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.

In determining whether a significant change in placement has occurred, school personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.

Any time a student is suspended for more than ten (10) school days in a school year the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by school personnel, in consultation with the student's special education teacher or as determined by the student's IEP Team.

Forty-five day disciplinary removal

1. The Administrator may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:

    a. The student carries or possesses a weapon to or at school, on school premises, or to a school function. "Weapon" for the purposes of this policy is defined as any weapon, device, instrument, material, or substance, animate or inanimate, that is

used for, or is readily capable of, causing death or serious bodily injury. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.

b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

2. School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself or herself, or to others in the current educational placement.

3. School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

FUNCTIONAL BEHAVIORAL ASSESSMENT AND INTERVENTION PLAN

If a student with a disability is suspended for ten (10) school days or more in a school year, or placed in an interim alternative educational setting for not more than forty-five (45) days for disciplinary reasons, the following will occur within ten (10) days after taking the disciplinary action:

1. If school personnel have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student prior to the behavior that resulted in the interim alternative educational setting, an IEP Team meeting will be convened to develop an assessment plan to address the behavior; or

2. If the student has a behavioral intervention plan, the IEP Team will review the plan and modify it, as necessary to address the behavior.

3. In subsequent removals in a school year of a student who already has a functional behavioral assessment and behavioral intervention plan, the IEP Team members can review the behavioral intervention plan and its implementation in light of the students behavior, without a meeting, and must only meet if one or more of the team members believe that the plan or its implementation need modification.

MANIFEST DETERMINATION

Prior to submitting an expulsion recommendation to the Board of Directors for a student with a disability, the IEP Team will conduct a manifestation

determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

EXPULSION

If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

STUDENTS WITH SECTION 504 DISIBILITIES

This section addresses disciplining students with disabilities as defined by Section 504 of the 1973 Rehabilitation Act. For those students with disabilities under the Individuals with Disabilities Education Act (IDEA), the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions.

SUSPENSION

A student with a disability, as defined by Section 504 of the 1973 Rehabilitation Act, may be suspended for not more than ten (10) consecutive school days per incident.

Whenever a school considers suspending a student with a disability for more than ten (10) cumulative school days in a school year, a Multi-Disciplinary Team (MDT) will be convened to determine if the cumulative suspensions constitute a significant change in placement by reviewing the following factors:

1. The length of each suspension;

2. The proximity of the suspension to one another; and

3. The total amount of time the student is excluded from school.

The MDT will consist of individuals who are knowledgeable about the student, the student's school history, the student's individual needs, the evaluation data, and the placement options. If the MDT determines that the exclusion would constitute a significant change in placement, the school will conduct a manifestation determination as set forth below.

EXPULSION

Prior to submitting an expulsion recommendation to the School Board for any student with a disability as defined by Section 504 of the 1973 Rehabilitation Act, an MDT will make a “manifestation determination.” A manifestation determination involves a review of the student’s misconduct, the student’s disability and the services provided to determine:

1. Is the misconduct a manifestation, or result, of an inappropriate placement or educational program for the student?

2. Is the misconduct a manifestation, or result, of the student’s disability?

In reviewing the questions set forth above, the MDT will review information regarding the student’s disability that is recent enough to afford an understanding of the student’s current behavior. In the absence of reasonably current information about the student’s disability, the Administrator will conduct or cause to be conducted additional evaluation(s) regarding the student’s disability before making the manifestation determination. If either manifest determination question answer is “yes,” the student will not be expelled. However, the MDT may determine that a placement change is necessary for that student.

If the answers to both the questions set forth above are “no,” the school may proceed with the recommendation of expulsion to the School Board in the same manner as for similarly-situated students who do not have disabilities.

If the student’s parent/guardian disagree with the MDT’s determination of the manifestation determination, a hearing may be requested with the Board of Directors. Although the parent/guardian may disagree with the manifestation determination findings, the student may be expelled after following the proper procedures. Educational services may cease after expulsion.

Vision Charter School, Inc.
Draft Drug and Alcohol Use Policy

Drug Free School Policy

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Vision Charter School is committed to the concept of having a drug free 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:

a. Parent or guardian contacted
b. Referral to assistance, such as counselors and/or health professionals
c. Referral to an outside agency for chemical dependency assessment and/or treatment
d. Suspension from school
e. Expulsion from school

Referral Policy

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

Offenses for elementary students shall be cumulative from grades K-6 and offenses for secondary students shall be cumulative from grades 7-12.

Procedures

Vision Charter School 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.

1. Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
2. Possession of alcohol or other illegal drugs
3. All procedures are to be performed with discretion and documented.
4. Refusal to submit to a request to any of the procedures may result in disciplinary action.

Elementary Disciplinary Procedure

1. First Offense for Use or Possession (Grades K-6)
    a. Parent or guardian will be contacted.
    b. Student will be suspended for 5 days.
    c. 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.
        i. Law Enforcement Agency shall be contacted.
        ii. 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-6)
    a. Parent or guardian will be contacted.
    b. Board of Directors may be petitioned for expulsion of student.
    c. Law Enforcement Agency shall be contacted
    d. Child Protection Services (C.P.S.) may be contacted.

3. Third Offense for Use or Possession (K-6)
    a. Parent or guardian will be contacted.
    b. The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student.
    c. Law Enforcement Agency shall be contacted.
    d. Child Protection Services (C.P.S.) will be contacted.

4. First Offense for Selling or Delivering (Grades K-6)
    a. Parent or Guardian will be contacted.
    b. Law Enforcement Agency shall be contacted.

c. The student will be suspended and the Board of Directors will be petitioned for expulsion of the student.
d. C.P.S. may be contacted.

Secondary Discipline Procedure

1. First Offense for Use or Possession (Grades 7-12)
    a. Parent or guardian will be contacted.
    b. Law Enforcement Agency shall be contacted
    c. Student shall be suspended for 5 days.
        i. 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.
2. Second Offense for Use or Possession (Grades 7-12)
    a. Parent or guardian will be contacted.
    b. Law Enforcement Agency shall be contacted.
    c. School Board may be petitioned for expulsion of the student.

3. Third Offense for Use or Possession (Grades 7-12)
    a. Parent or guardian will be contacted.
    b. The student will be suspended and the School Board will be petitioned for expulsion.
    c. Law Enforcement Agency shall be contacted.

4. First Offense for Selling and/or Delivering Alcohol or Drugs (Grades 7-12)
    a. Law Enforcement Agency shall be contacted.
    b. Parent or guardian will be contacted.
    c. The student shall be suspended and the School Board petitioned for expulsion.

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 Vision Charter School is under the direct jurisdiction and exclusive control of the Board of Directors 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 consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. 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 at school expense.

Enforcement Procedures

Any student exhibiting inappropriate behavior that suggests “using” or “being under the influence" of controlled substances will be immediately escorted by an employee to the administrative office for interviewing and observation. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

The Administrator or designee will refer the student to the law enforcement agency after 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. 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 regarding the relevant events.

The Administrator and/or any other employee having observed the student's behavior will document his or her observations of the student; the documentation will be provided to the law enforcement agent, and a copy will be placed in the student's discipline record.

The procedures to enforce this policy are as follows:
1. Suspension/Expulsion: Students who violate this policy will be suspended by the Administrator. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. The time period for suspension for the second or third offense will be determined at the discretion of the Administrator and/or Board of Directors. The Administrator will determine whether or not the suspension will be served in school or out of school. If deemed appropriate by the Administrator, he or she may request that the board expel a student who has violated this policy for a second or third offense.
2. Referral to Law Enforcement: The student will be referred to the law enforcement agency.
3. Search and Seizure: 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. Any evidence of a violation of the law or this policy may be seized by the Administrator or designee. Lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of personal property.

Vision Charter School, Inc.
Draft Computer Use Policy

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.

Electronic Network Use Rules
School account holders 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 states 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, and students will learn to act as responsible and productive citizens with respect for civil rights and the role of the individual in a democracy. **Using the network 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:

- 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 or other inappropriate sites.
- 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 get 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 or 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. People who operate the 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.

Vision Charter School, Inc.
Electronic Network Use Agreement

School computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited and is subject to criminal and civil penalties under Federal Laws. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. Prosecution and/or account termination may occur without warning.

The school believes that the benefits to educators and students from access to the Internet (in the form of information resources and opportunities for collaboration) far exceed any disadvantages of access. Ultimately, parent(s) and guardian(s) of minors are responsible for their child's behavior, and this includes use of the Internet. It is possible for all users of the world wide Internet (including your child) to access information that is intended for adults. Although the school has taken reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the school can neither prevent the availability of, nor begin to identify, inappropriate material elsewhere on the Internet. Computer security cannot be made perfect, and it is likely that a determined student can make use of computer resources for inappropriate purposes.

I, _____and _____
Parent name (please print) Student name (please print)
have read the Electronic Network Use Rules document, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability the Vision Charter School, Inc. (the sponsoring school), its subcontractors, and employees.

I understand that my child is expected to use good judgment and follow the Student Computer Use Policy in making electronic contact with others. Furthermore, I have discussed the information contained in this policy with my child. Should my child breach the guidelines suggested, I understand that my child will lose all privileges on the Vision Charter School, Inc. network.

_____
Parent Signature

_____
Student Signature

_____
Date

Vision Charter School, Inc.
Draft Safety Policy

PURPOSE

It is the policy of Vision Charter School, Inc. to take all practical steps to safeguard employees and students from accidents and to maintain an effective risk control program. The school believes that accident prevention and education go hand in hand. A comprehensive safety program will enhance the total education program. All employees have a primary responsibility for their own safety as well as the safety and well being of students and co-workers.

SAFETY COMMITTEE

The school will establish a safety committee, which will work to assure that all necessary safety precautions are established.

The composition of the Safety Committee will be as follows:

a. Administrator (Chairperson)
b. Designated Safety Officer (appointed by the Administrator)
c. President of the PFA

BUILDING/SAFETY INSPECTIONS

In the interest of students, personnel and the general public, Vision Charter School shall provide its own safety inspection program and will cooperate with other appropriate public agencies properly authorized to conduct safety inspections. Authorized agencies include the State of Idaho Department of Labor and Industrials Services, Southwest District Health, the school's insurance carriers, the Idaho State Department of Education, fire departments and duly authorized law enforcement agencies. Safety deficiencies cited by duly authorized safety inspectors will be promptly reported to the Idaho Public Charter School Commission upon receipt of written reports.

It shall be the duty of the Administrator, in cooperation with the Safety Committee, to prepare a list of necessary repairs in order to keep the buildings in proper condition. The school will conduct its own safety program to include at least:

- One school-wide building and grounds inspection by the Safety Committee shall be conducted each year.
- Monthly fire and/or emergency drills shall be conducted.
- Verification of an annual bus safety program for all bus drivers who transport Vision students.
- An annual safety seminar, prior to the start of each school year, for all teachers, staff, and custodians.
- A requirement that all accidents resulting in injury to personnel be promptly reported to the Administrator. The Administrator will work with the Charter School Commission and the insurance companies to ensure timely reporting of all injuries.

Vision Charter School, Inc.
Draft Health Policy

COMMUNICABLE DISEASES

Vision Charter School, Inc. shall follow state guidelines to assist in preventing the spread of communicable diseases in the school setting. The school shall also follow the most current guidelines issued by the Centers for Disease Control (CDC), currently entitled "Universal Precautions for Prevention of Transmission of Human Immunodeficiency Virus, Hepatitis B Virus, and Other Blood-borne Pathogens in Health-Care Settings."

The Board of Directors has the power to exclude students and/or employees with contagious or infectious diseases from school. Human Immunodeficiency Virus (HIV) or Hepatitis B Virus (HBV) infections are not transmitted casually and, therefore, are not, in and of themselves, a reason to either remove a student or staff member from school or place the student in a restricted setting.

A. The following guidelines shall be followed when the Administrator receives appropriate notification that a student, or employee, is diagnosed with an HIV or HBV infection:

1. Subject to obtaining appropriate written consent from the parents and/or guardian of an infected student (or from the infected student in the event they have reached the age of majority), or with the consent of the infected employee, each case will be considered individually by a team comprised of the following:

a. The student's or employee's physician;
b. A qualified Public Health Official who is responsible for such determinations;
c. The student's parents or guardians or the infected employee; and
d. The Administrator.

If requested by the employee, an additional team member shall consist of a representative of the employee.

2. An unrestricted setting is generally appropriate for students. In the event the infected student has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall agree on an appropriate placement. If the student is determined to be handicapped, an appropriate placement will be made pursuant to Individuals with Disabilities Act (IDEA) in the least restrictive environment.

3. Since there is a potential for social isolation should an infected student's condition become known to the general public, school personnel and all others involved in education the student will respect the student's right to privacy and need for confidentiality. The privacy of an infected student's school records will be strictly maintained and there will be a concerted effort to limit the number of persons who are made aware of the student's condition to those persons necessary to assure the proper

education of the student and to detect and avoid situations where the potential for transmission of the disease may increase. Any further dissemination of medical records or information shall require the specific consent of a parent and/or guardian or the student (if over the age of majority). The team shall periodically review the infected student's case to determine whether a modification of the student's education program is necessary or advisable. The team shall address ways within which the school may help anticipate and meet the needs of the infected student in the educational process.

4. An infected employee who is otherwise qualified to perform required tasks will continue with employment as long as he or she is able. In the event the infected employee has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall attempt to identify reasonable accommodations which the school can make in an effort to allow the employee to continue with his or her employment. All usual regulations and policies regarding employee sick leave will be applied to the infected employee. The privacy right of the employee will be strictly maintained. Any further dissemination of medical records and information shall require the specific consent of the employee.

In the event it is determined that an individually tailored plan is necessary for any student or employee who is diagnosed with a communicable disease, the plan shall be designed to have minimal impact o the infected person's education or employment. Any official action will be consistent with applicable federal and state law.

C. In an effort to protect the privacy of a student or employee who may be diagnosed with a communicable disease, the Administrator, without divulging the name of the infected person or the infected person's place of school or employment, shall notify the Board of Directors that the school has a student or employee who is diagnosed as having a communicable disease.

PREVENTION

Prevention measures against communicable diseases should be employed whenever reasonable. Reasonable prevention measures include requiring all students to wash their hands (either with soap and water or through the use of instant hand sanitizer) before lunch, after using the restroom, and after blowing their nose. Each classroom will have both a sink with running water and soap and an available supply of instant hand sanitizer for use by employees and students.

IMMUNIZATION

Parent(s) or guardian(s) of any child(ren) enrolled in Vision Charter School are required to provide school authorities with the immunization information regarding the child's immunity to certain childhood diseases in accordance with Idaho Code, 39-4801, and Title 2, Chapter 15, *Immunization Requirements for Idaho School Children,* "Rules and Regulations of the Idaho Department of Health and Welfare".

Proof of immunity must be received upon first admission and prior to attendance. If school authorities do not receive the immunization information prior to attendance, the

child must be denied attendance until the information is received. The immunization information provided by the parent shall be in the form of a written statement or record signed by a physician or a physician's representative. This statement must provide the vaccine type, number and date of each immunization the child had received or that the child is immune through prior illness (physician diagnosed measles or mumps disease or laboratory proof of immunity). Exemptions to these requirements shall be as stated in the law, Idaho Code 39-4802.

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

(Non-Profit)

(Instructions on back of application)

FILED EFFECTIVE

05 MAY 31 PM 4:23

SECRETARY OF STATE
STATE OF IDAHO

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 State.

Article 1: The name of the corporation shall be:

VISION PUBLIC CHARTER SCHOOL OF MIDDLETON, INC.

Article 2: The purpose for which the corporation is organized is:

EXCLUSIVELY FOR PUBLIC EDUCATIONAL PURPOSES PER IRC SECTION 501(C)(3)

Article 3: The street address of the registered office is: 23640 LANSING LN, MIDDLETON, ID 83644

and the registered agent at such address is: MICHELLE R. LAMBRIGHT CPA

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

JODY BENSON 14460 SAND HOLLOW RD, CALDWELL, ID 83607

ELIZABETH HANNAH 23412 LANSING LN, MIDDLETON, ID 83644

MICHELLE R. LAMBRIGHT 23640 LANSING LANE, MIDDLETON, ID 83644

Article 5: The name(s) and address(es) of the incorporator(s):

JODY BENSON 14460 SAND HOLLOW RD, CALDWELL, ID 83607

ELIZABETH HANNAH 23412 LANSING LANE, MIDDLETON, ID 83644

MICHELLE R. LAMBRIGHT 23640 LANSING LANE, MIDDLETON, ID 83644

Article 6: The mailing address of the corporation shall be:

23640 LANSING LANE, MIDDLETON, ID 83644

Article 7: The corporation (☐ does ☑ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:

CREDITORS PURSUANT TO SECTIONS 30-3-114 AND 30-03-115 OF IDAHO CODE;

ALL THE REMAINING ASSETS SHALL BE DISTRIBUTED TO MIDDLETON SCHOOL

DISTRICT # 134, MIDDLETON, IDAHO.

Customer Acct #:

(if using pre-paid account)

Signatures of all incorporators:

JODY BENSON — Typed Name: JODY BENSON

ELIZABETH HANNAH — Typed Name: ELIZABETH HANNAH

MICHELLE R. LAMBRIGHT — Typed Name: MICHELLE R. LAMBRIGHT

Typed Name:

Typed Name:

Secretary of State use only

g:\corp\forms\corp formstartsofincprofit.p65 Revised07/2002

IDAHO SECRETARY OF STATE
06/01/2005 05:00
CK: 1537 CT: 88389 BH: 813552
1 @ 30.00 = 30.00 INC NONP # 2

C160786

Web Form

INSTRUCTIONS

Optional: If the document is incorrect where can you be reached for corrections? (208) 585-3818

Note: Complete and submit the application in duplicate. It is recommended that you contact the Internal Revenue Service before you file your articles of incorporation. They have specific requirements which must be included in your articles. Failure to contact the IRS could require future fees for filing of amendment.

1. Article 1 - Enter the name of the corporation. Pursuant to Idaho Code § 30-3-27, a corporate name must contain the word corporation, incorporated, company or limited, or an abbreviation thereof, provided however, that if the word "company" or its abbreviation is used it shall not be immediately preceded by the word "and" or by an abbreviation or symbol thereof. A corporate name must be distinguishable upon the records of the Secretary of State from any other formally organized entity, such as corporations, limited liability companies, limited partnerships and limited liability partnerships. It is advised that you contact the Secretary of State to check for name availablity before filing.

2. Article 2 - Enter the purpose for which the corporation is organized.

3. Article 3 - Enter the name and street address of the registered agent of the corporation. A registered agent is the person designated to receive service of process upon litigation. This person must be located in Idaho at a street address.

4. Article 4 - Pursuant to Idaho Code § 30-3-65, other than a corporation organized for religious purposes, a nonprofit corporation shall consist of no fewer than 3 people. Enter the names and addresses of the initial board of directors.

5. Article 5 - Enter the name(s) and address(es) of at least 1 incorporator.

6. Article 6 - Enter the mailing address that you would like future reports mailed to.

7. Will the corporation consist of voting members? Mark the appropriate box.

8. Enter where the assets will be distributed upon dissolution of the corporation.

9. The articles of incorporation must be signed by all of the incorporators listed in article 5. Please identify the name of the signer by typing his/her name opposite the signature.

10. Enclose the appropriate fee:

    a. The application fee is $30.00.
    b. If expedited service is requested, add $20.00 to the filing fee.
    c. If the fees are to be paid from the filing party's pre-paid customer account, conspicuously indicate the customer account number in the cover letter or transmittal document.

    Pursuant to Idaho Code § 67-910(6), the Secretary of State's Office may delete a business entity filing from our database if payment for the filing is not completed.

11. Mail or deliver to:

    Office of the Secretary of State
    700 West Jefferson
    PO Box 83720
    Boise ID 83720-0080
    (208) 334-2301

12. If you have questions or need help, call the Secretary of State's office at (208) 334-2301.

BYLAWS
OF
VISION PUBLIC CHARTER SCHOOL OF MIDDLETON, 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 Canyon, 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 Canyon, 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 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 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 of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Vision Charter School. One additional non-voting member may be appointed by the Middleton School District. Two additional Directors may be added at the discretion of the Directors, as established with a two-thirds majority vote.

(b) After the initial year of operation, Directors shall be elected in accordance with the provisions of Section 4.3 (c).

(c) After the initial year of operation, Directors will be elected to fill vacancies on the Board by the process outlined below;

i. All Board of Directors applicants will be required to fill out a questionnaire.
ii. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is nominated by the Charter School Board of Directors. The committee shall consist of staff members, members of the PFA Executive Committee and members of the Board of Directors.
iii. The committee will then nominate to the Charter School Board of Directors, candidates for each open position.
iv. No more than three candidates per position shall be nominated.
v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following; a parent of a child attending the school; staff members or employees of Vision Charter

School; Vision Charter School board members and founders of the Charter School that signed the charter petition.

vi. Vision Charter School Board of Directors has final authority over all ballots.

vii. The time, date and location of all elections will be advertised by Vision Charter School using, but not limited to, the following methods; public service announcements in newspapers and sending notification home with students.

viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of; parents of students attending the school; staff members or employees of Vision Charter School; Vision Charter School board members and founders of the Charter School that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year.

Section 4.4 Terms

(a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.

(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 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 Canyon, 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 during the first full week of June, at the principal office of the Corporation in the County of Canyon, 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 Monthly Meetings
Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the first Tuesday 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 Middleton School District, Middleton Idaho Office at least three (3) 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. All remaining assets will be distributed to Middleton School District #134, Middleton, Idaho.

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 Vision Public Charter School of Middleton, 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

6/8/05 (date).

Michelle R. Lambright, CPA

Appendix E: Board Roster

Vision Charter School
February 13, 2014

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Dr. Elizabeth Hannah	Chairman	07/13 – 07/15	elizabethhannah@boisestate.edu	208-863-5754
Tracie Wood	Vice-Chair	07/13 – 07/15	Tracie8wood@msn.com	208-453-2781
David Snow	Treasurer	07/13 – 07/15	Snowx6@yahoo.com	208-455-7464
Nicki Anderson	Secretary	07/13 – 07/14	themandersons@juno.com	208-585-3382
Andy Marshall	At Large	07/13 – 07/14	amarshall@usecology.com	208-914-8678
Patricia Walker White	At Large	07/12 – 07/14	pkwalkerwhite@msn.com	208-407-1414
Elise Johnson	At Large	07/12 – 07/14	elisemj@msn.com	208-590-1870

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Vision Charter School Year Opened: 2007 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

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

		Result	Points Possible	Points Earned
Measure 4a Advanced Opportunity Coursework	**Are students participating successfully in advance opportunity 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**

		Result	Points Possible	Points Earned
Measure 4b1 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	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**

		Result	Points Possible	Points Earned
Measure 4b2 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	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**

		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4c Graduation Rate	**Are students graduating from high school?**						
	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 ***?**	**Result**	**Weight**	**Score**
	Exceeds Standard: **Meets Standard:** **Does Not Meet Standard:** **Falls Far Below Standard:**			
Notes	Vision Charter School (Vision) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. Vision acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Vision further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. Vision has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.			

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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

		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

		Result	Points Possible	Points Earned
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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

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	
Notes				**0.00**

		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	
Notes				**0.00**

		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	
Notes				**0.00**

	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

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**			
	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				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	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				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	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				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	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

		Result	Points Possible	Points Earned
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**			
	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				

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
	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				

		Result	Points Possible	Points Earned
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**	**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				

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
	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				

VISION 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
May be divided among multiple measures as determined through individual negotiations	X						
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%**

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

Vision Public Charter School of Middleton, Inc.
February 13, 2014

Vision Public Charter School of Middleton, Inc. 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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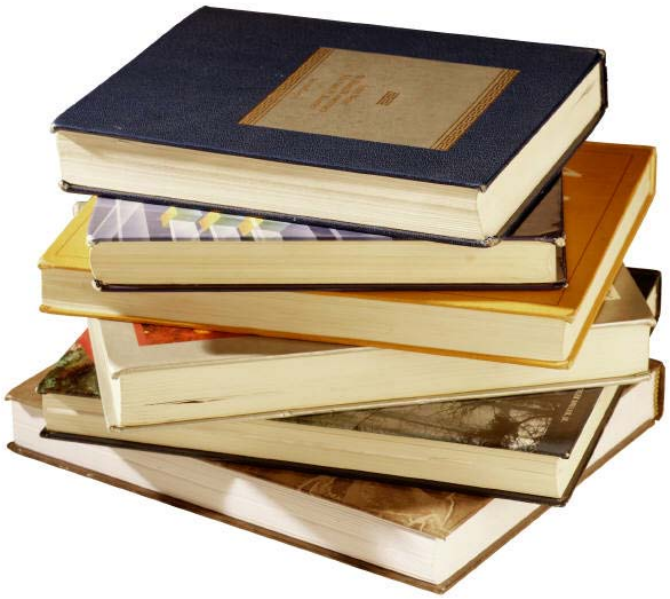


Introduction

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.

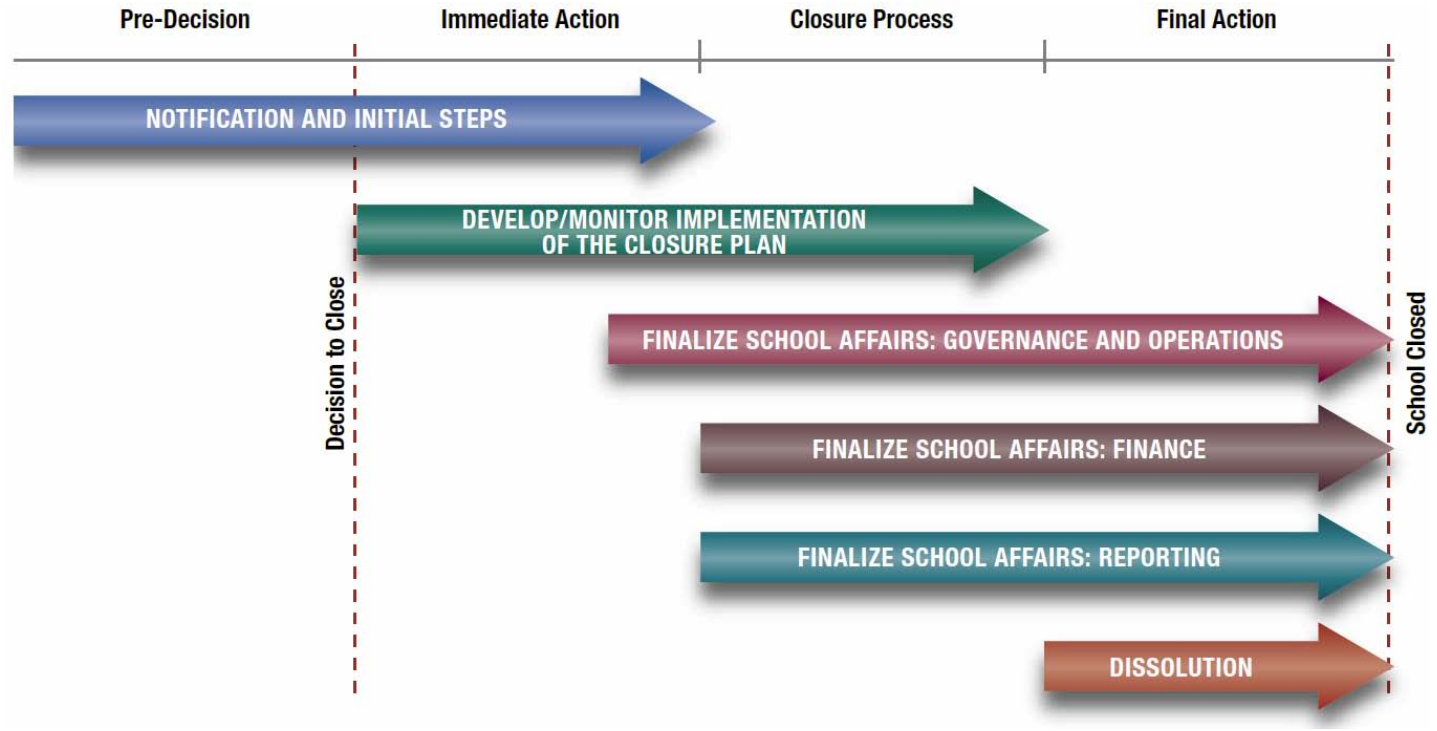
Endnotes

[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

Proposed Petition Evaluation Rubric Revisions

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In January 2013, the Public Charter School Commission (PCSC) adopted the Petition Evaluation Rubric (PER) for use in analyzing the merits of submitted charter school petitions.

In June 2013, the PCSC adopted staff proposed changes to align the PER to improve the ease of evaluating petitions and align it to administrative rule changes.

DISCUSSION

The draft, proposed amendments to the Petition Evaluation Rubric (PER) are intended to clarify rubric expectations, remove duplicative or unnecessary measures, and align the PER to current PCSC practices. The most substantial changes pertain to the Measurable Student Educational Standards section in Tab 4, which was adjusted to allow staff to begin to work with schools to develop mission-specific goals (as needed for the performance certificate) during the petitioning process.

IMPACT

Any amendments to the PER approved by the PCSC will be effective immediately.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed amendments to the PER.

COMMISSION ACTION

A motion to approve the draft PCSC Petition Evaluation Rubric as submitted.

OR

A motion to approve the draft PCSC Petition Evaluation Rubric with the following changes:

_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Proposed Petition Evaluation Rubric (PER) Revisions: February 2014

Section	Category	Pg	Change(s)	Reasoning
Doc Cover	N/A	0	Corrected typographical error in title.	Typographical error.
Doc Cover	N/A	0	Added an "Approved on" line under the title.	To ensure that the appropriate version is being used by staff & schools.
Intro	Cover Page	3	Added details about the information required (by rule) to be on the Cover Page.	To clarify requirements for petitioners; improve ease of use for PCSC staff.
Intro	Table of Contents	3	Moved the need for hyperlinks in Table of Contents from "Exceeds" to "Meets"; eliminated the "Exceeds" category.	To align with the General Quality Standards at the end of the rubric; to address PCSC feedback about the importance of having hyperlinks when they review petitions.
Tab 2	Facilities Summary	5	Added the requirement that schools include a reference to Facilities Summary section regarding the location of the facility details in the Appendices, completed on the PCSC Facility Options template.	To ensure that schools understand that they must provide additional details about their facility options in the appendices and must use the PCSC template to meet PCSC expecations.
Tab 3	Educational Program	6	Added langauge that allows a school to receive "Meets" if they have provided information about how they will align curriculum to the Common Core / Idaho standards OR have provided a clear plan outlining how they will prepare students for standardized testing if they are choosing to not align to some or all of the standards.	Per statute, as a part of charter schools' autonomy, schools may choose not to align to the Common Core / Idaho Standards. However, if they are choosing not to align, it will be important that they have a plan to prepare for testing, since testing is required and is aligned to the standards.
Tab 3	Goals	7	Moved the first goals measure into the educational program section. Added that the goals should be able to be logically connected to the school's mission (essentially combining this measure with the one that follows it).	See next item; this measure was kept because PCSC staff believe it is still important for the petitioners to state the primary, overarching goal(s) of their chosen educational program, but in light of the change towards performance certificates, staff does not believe that the goals need to be a separate, detailed section of the charter.
Tab 3	Goals	7	Eliminated "Goals" category.	PCSC staff are making an effort to remove or minimize measures that are not clearly required in statute or rule. Though we would like to maintain the expectation that petitioners provide basic information about the overall goal(s) of their educational program, we do not feel this needs to be a separate section.

Section	Category	Pg	Change(s)	Reasoning
Tab 3	Goals	7	Deleted 2 measures (shown in strikethrough).	See explanation in the previous (2) changes).
Tab 3	Special Education Services	7	Edited the requirement for the Special Education Services plan provided in the petition: deleted the details about what need to be included in the plan and stated that the plan must be deemed compliant by the SDE during Sufficiency Review. Made this measure "Does Not Meet" or "Meets" only.	Since the SDE utlizes their Special Education staff to review this section of the petition, PCSC staff feel that the PCSC expecation should be that the plan is included and passed Sufficiency Review (rather than our staff attempting to decide if the plan is good or not). One additional measure (related to the budget and SPED) was maintained in the rubric.
Tab 3	SPED	7-8	Deleted 3 measures (shown in strikethrough).	See above; PCSC will be trusting SDE to evaluate the quality of the school's Special Education Services plan.
Tab 4	MSES	8-9	Deleted 3 measures (shown in strikethrough).	To eliminate expectations that were associated with our previous approach to MSES that do not align with the expectations of mission-specific goals.
Tab 4	MSES	9	Edited language to align to the expectations that PCSC staff are implementing with schools for mission-specific goals: that they are outcome-based; use an appropriate, logical research methodology; and rely on objective, reliable measurement tools. Deleted the reference to the Star Rating System.	To align our MSES expectations to those of the mission-specific goals the PCSC is creating with schools for their Performance Framework, to provide clear guidelines from the beginning of the petitioning process and aid us in working with petitioners early to develop their mission-specific goals. The Star Rating reference was eliminate since mission-specific goals are not expected to align to the state's accountability system.
Tab 4	Measuring Student Progress	9	Eliminated "Measuring Student Progress" category.	The indicators on how MSES / mission-specific goals will be measured will now be included in the MSES section so that petitioners understand that they can be integrated into the MSES and do not have to be a separate or lengthy section.
Tab 4	Measuring Student Progress	9	Moved the expecation that schools provide additional information regarding the methods of measuring student progress (other than MSES evaluation) from "Meets" to "Exceeds".	PCSC staff expect schools to clearly outline how they will measure and report on MSES / mission-specific goals. Other information is helpful, but does not need to be in "Meets" since it is not required by statute or rule.
Tab 4	Accountability & School Improvement	10	Edited "Five Star Rating System" to the "state's accountability system".	To prevent need for additional revision if the SDE significantly revises or renames the state's accountability system.
Tab 4	Accountability & School Improvement	10	Edited the section on the school's plan if they are identified as in need of improvement from "under No Child Left Behind (NCLB)" to "by the state".	To prevent need for additional revision as federal and state legislation and/or improvement processes change.

Section	Category	Pg	Change(s)	Reasoning
Tab 5	Governance	10	Deleted 1 measure (shown in strikethrough).	Measure was duplicative to one in Tab 8.
Tab 5	Governance	11	Edited / moved the measure about ethical standards so that the petitioners will put a reference in Tab 5 to the document and will include the document in the Appendices.	PCSC staff prefers the ethical standards document to be in the appendices, rather than being included in the body of the petition narrative.
Tab 6	Student Discipline	13	Revised the language in measure, adding "disciplinary measures, including…" and adding "and re-enrollment".	To align the measure more closely with statute / rule.
Tab 7	Admissions Procedures	14	Deleted 3 measures (shown in strikethrough).	Measures were partially duplicative with one another and have been merged into one measure.
Tab 7	Admissions Procedures	14	Revised the language in the measure to address all aspects of the selection process in one measure.	Measures were partially duplicative and are now combined.
Tab 8	Business Plan: Management	16	Revised language regarding demonstrating the division of roles and responsibilities between entities, adding an EMO/CMO reference in "Meets" and adding an organizational chart to "Exceeds".	This measure was significantly duplicative with one in Tab 5 and one in Tab 9. By revising the language here, we were able to delete the other measures (in Tabs 5 and 9).
Tab 8	Business Plan: Management	16	Deleted 1 measure (shown in strikethrough).	Rule now has the item referred to in this measure to be included in the appendices; no need for a reference here.
Tab 8	Business Plan: Finances	17	Deleted 1 measure (shown in strikethrough).	Rule now has the items referred to in this measure to be included in the appendices; no need for a reference here.
Tab 8	Transportation	17	Moved "beginning in year two or sooner" from "Meets" to "Exceeds" thus changing the transportation expectation for "Meets" to having a plan in place for transportation (at some point) and "Exceeds" to having it in year two or sooner (previous "Exceeds" was in year one).	Feedback from schools has demonstrated that providing transportation in the early years of operation is sometimes not fiscally possible / wise. PCSC still wants to see that the school has a plan in place, with the hopes that schools will do it within two years.
Tab 9	Learning Management System	18	Deleted 3 measures (shown in strikethrough).	The 1st measure was duplicative with one in Tab 8; the other two measures were duplicative with measures in Tab 10.
Tab 10	Business Arrangments & Partnerships	21	Revised language regarding contracts and partnerships to include all types of partnerships in one measure.	Feedback and questions from petitioners made it clear that these two measures were duplicative and confusing, so they have been combined.

Section	Category	Pg	Change(s)	Reasoning
Tab 10	Business Arrangments & Partnerships	21	Deleted 1 measure (shown in strikethrough).	The measure was duplicative with the one before it; they have been combined.
Tab 10	Business Arrangments & Partnerships	22	Deleted 1 measure (shown in strikethrough).	This measure was duplicative with one in Tab 8, where we prefer to have this item addressed.
Tab 10	Termination	23	Revised 2 measures by deleting references to specific termination "timelines".	There is no need for the school to create a termination timeline, since it is not required by statute / rule and the PCSC has a Closure Protocol in place.
APP	D: Board Resumes & Petitioning Group List	26	Added measure regarding the inclusion of the ethical standards document in the appendices.	Moved from Tab 5.
APP	G: Pre-Opening Budget	27	Moved expectation that spending priorities be aligned to mission & educational program from "Meets" to "Exceeds".	While it is preferred that spending priorities be clearly aligned with the school's mission and educational program, depending on the educational program, it can be very difficult to tell, and thus, should not be expected.
APP	H: 3-year Operating Budgets	28	Moved expectation that spending priorities be aligned to mission & educational program from "Meets" to "Exceeds".	While it is preferred that spending priorities be clearly aligned with the school's mission and educational program, depending on the educational program, it can be very difficult to tell, and thus, should not be expected.
APP	I: 1st year Cash Flow	28	Added the expectation that the 1st Year Cash Flow be completed on the PCSC Cash Flow Template.	To ensure consistency and correct complete of cash flows by petitioners.
APP	Other Appendices	30	Deleted 1 measure (shown in strikethrough).	Statute / rule does not require a school calendar; PCSC had moved this to be a Pre-Opening requirement for new schools.

PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC

ADOPTED ON _____

Name of school:_____ Previous name: _____

File Number: _____ Date petition originally submitted to PCSC office: _____ Date "considered received": _____

Date of this revision's submission: _____ Date of this review: _____

Date(s) of previous review(s) of this petition: _____

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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ALL ITEMS ARE HYPERLINKED - IN WORD, CONTROL+CLICK TO ACTIVATE

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- Vision and Mission Statements

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- Potential Effects
- Target Market
- Facilities Summary
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TAB 3
- Educational Philosophy
- Educational Program
- Goals
- Educational Thoroughness Standards
- Special Education Services
- Dual Enrollment

TAB 4
- Measurable Student Educational Standards (MSES)
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- Accreditation
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TAB 5
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TAB 6
- Employee Qualifications
- Health and Safety
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- Alternatives (ONLY for Schools Converting from Traditional)
- Enrollment Opportunities
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- Business Arrangements and Partnerships
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- Board Resumes and Petitioning Group List
- Contracts, Leases and Agreements
- Budget Assumptions and Supporting Documents
- Pre-Opening Budget
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- First Year Cash Flow
- Facilities Details
- Pre-Opening Timeline
- Staff Professional Development and Evaluation
- Outreach Activities
- Interested Family List
- Student Handbook
- Other Appendices

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: 1) the name of the school 2) the year the school is petitioning to open in 3) the name of school districts affected by your attendance area 4) the location of the school (or the main office for virtual schools) 5) the name, address, phone number, and e-mail address of an authorized representative of the school	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, with accurate page numbers and hyperlinks to each tab.		

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General Comments regarding Cover Page and Table of Contents:

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.		

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.	
	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.	

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General Comments regarding Tab 1:

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.	
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.	
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.	
	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.	

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 and a reference to the facility details included in the appendices (using the PCSC Facility Options Template).	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.	
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:

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.	
	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.	

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.		
	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.		
	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 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.	
	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. The petition fails to address how the school will ensure its educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, fails to provide clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition reflects a strong understanding of Common Core and the Idaho State Standards. The petition addresses the means by which the educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, provides clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition includes a specific plan and timeline for ensuring alignment of the educational program with Common Core and the Idaho State Standards.	
	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.		

Educational Program (continued)	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 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 can be logically connected to the school's mission and the MSES stated in Tab 4.	Goals are clearly tied to reliable research and data.	
~~Goals~~	~~Goals do not clearly align with the vision and mission.~~		~~Goals clearly align with the vision and mission.~~		
	~~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.~~	
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.		
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.~~		
	A special education plan is not included, is incomplete, or has not been deemed compliant by the SDE during the Sufficiency Review process.	~~Plan for identifying and serving special needs students is incomplete.~~	The petition includes a complete plan for identifying and serving special needs students that has been deemed compliant by the SDE in the Sufficiency Review process.	~~Strategies and interventions reflect how special education services will be enhanced by the school's mission.~~	

Special Education Services (continued)	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.		
	~~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:

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 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.		

Measurable Student Educational Standards (continued)	MSES are not included or none of the MSES are appropriate or rely on measurement tools that are not consistent and objective.	Some of the MSES are not outcome based and/or do not use an appropriate, logical research methodology. 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 are outcome-based; utilize an appropriate, logical research methodology; and rely on measurement tools that are consistent and objective. Any measurement tools specific to the school's educational model are research-based and/or 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.	The petition clearly describes how MSES will be measured. Other diverse, research-based methods by which student progress will be measured are addressed. The petition explains how the resultant data (from MSES and other assessments) will be applied to improve student outcomes.	
	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.	
Accountability and School Improvement	The petition does not demonstrate an understanding of state's accountability system.	The petition demonstrates limited understanding of the state's accountability system.	The petition demonstrates solid understanding of the state's accountability system.	The petition evidences an understanding of how data from the state's accountability system 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" by the state is not provided.	The plan for how the school will respond if it is identified as "in need of improvement" by the state 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" by the state 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."	

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General Comments regarding Tab 4:

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.		
	~~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.~~	

Governance (continued)	The petition does not have a reference to an appendix that includes ethical standards for the members of the board.	~~Ethical standards to which the petition refers are vague or inadequate.~~	Petition has a reference to an appendix that includes 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.		
	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.		
	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.		
	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:

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.		
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.	

	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.	
	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or non-compliant.		Disciplinary procedures, including suspension, expulsion, and re-enrollment 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:

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.		
	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.	
	Admissions procedures are incomplete or non-compliant.		Admissions procedures, including timelines, are clearly explained and compliant.		
	~~Over-enrollment and equitable selection processes are incomplete or non-compliant.~~		~~Over-enrollment and equitable selection processes are complete and compliant.~~		
	Equitable selection processes are incomplete, unclear, or non-compliant and/or include preference groups not allowed by state law, or preferences are listed in the wrong order.		Equitable selection processes, including plan to address over-enrollment, development of the final selection list, and plan to renew the selection list in subsequent years are complete and compliant. Selection processes permit only preference allowed by statute, and the preferences are ordered correctly.	Policies regarding preference groups are included with the petition. (For example, "founder" and "sibling" are defined.)	
	~~Process for development of final selection list is incomplete or non-compliant.~~		~~Process for developing final selection list is clear and compliant.~~		
	~~Process for renewing final selection list is incomplete or non-compliant.~~		~~Process for renewing final selection list is clear and compliant.~~		

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.		
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.	
	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:

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.	
	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.	
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 (including EMO / CMO, if applicable), 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.	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	
	~~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.	

Business Plan: Finances (continued)	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.	
	~~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.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	
	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.		
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.	
	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.		

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General Comments regarding Tab 8:

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.		
	~~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.~~		
	~~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.~~		
	~~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.~~	
	Learning management system does not appear to offer opportunities significantly different from those already available.		Learning management system offers new opportunities 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.	
	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.	
	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.	
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.		

Technology (continued)	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.		
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.		
	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.		
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:

Tab 10					
See IDAPA 08.03.01.401.12					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
Business Arrangements and Partnerships	No information is provided regarding contracted / purchased services or other partnerships.	Information is provided regarding business partnerships, contracted / purchased services, and/or community partnerships, but is incomplete or vague.	Specific business partnerships, contracted / purchased services, and community partnerships are described. Supporting documents (draft contracts / letters of intent or support / MOUs) are included in the appendices and referenced in Tab 10.	Partnerships that are integral to the educational program have been developed and their nature is clearly described.	
	~~Community partnerships are not addressed.~~	~~Descriptions of community partnerships are vague or uncertain.~~	~~Specific community partnerships are descripted 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.~~	
	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.	

Business Arrangements and Partnerships (continued)	~~*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.~~		
	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.	
	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.		
	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 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).		
	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.		
	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.		
	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.		

	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.		

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General Comments regarding Tab 10:

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.	
	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.		
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.	
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.	
	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.	
	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.		

	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Appendices include an appropriately detailed ethical standards agreement to be signed by all the members of the board of directors.		
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).		
	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.	

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.		
	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.	Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program and resources.	
H: 3-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.	
	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.		

	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.	Resources are adequate to achieve the school's stated goals while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program.	
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. Cash flow is presented on the PCSC Cash Flow Template.		
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.	
	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.	
	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.	

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 is 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.	
	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.	
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.		
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.		

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.~~	
	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:

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.		

	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.		
	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.		
	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

SUBJECT

Proposed PCSC Policy Revisions

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In June 2013, the PCSC adopted changes to PCSC policy related to PCSC consideration of petitions and proposed amendments. Since that time, it has become apparent that certain provisions of the policy may require amendment to better reflect the PCSC's desire to provide consistent direction to petitioners and schools while preserving the opportunity for PCSC discretion in decision-making.

DISCUSSION

The proposed PCSC policy revisions included with these materials adjust the manner in which PCSC staff will use the Petition Evaluation Rubric (PER) to evaluate and make recommendations to the PCSC about proposed petitions and charter amendments. The changes eliminate strict requirements for schools to meet specific rubric standards on all measures in order to receive PCSC approval, but retain clear targets for quality submissions.

IMPACT

Any PCSC policy amendments approved by the PCSC will be effective immediately. Schools whose performance certificates incorporate an older version of PCSC policy will be offered the opportunity to amend their certificates to reflect the amended policies.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed policy revisions.

COMMISSION ACTION

A motion to approve the draft PCSC policy revisions as submitted.

OR

A motion to approve the draft PCSC policy revisions with the following changes:

_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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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 (Adopted June 13, 2013)

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 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~~ Petitions that score at least a 2 on every indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. 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.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments (Adopted June 13, 2013)

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~~ Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.

   ~~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.~~

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

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.

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.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

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.

SUBJECT

Staff Update: Legislative Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Idaho's 2014 legislative session is presently underway. Two bills that specifically impact public charter schools and/or the PCSC are under consideration.

DISCUSSION

PCSC staff will update the PCSC on the status of policy discussions relevant to public charter schools and authorizers.

H408 clarifies under what circumstances a small school district, or a public charter school located within a small school district, may employ the spouse of a district/charter school board member.

S1264 clarifies the separation of roles between the executive director of the state board of education and his designee, specifically with regard to staffing the PCSC. The bill further clarifies policymaking and rulemaking authority of the PCSC and SBOE.

IMPACT

Information item only. The PCSC may, but is not obliged to, move to adopt a formal position with regard to proposed legislation.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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LEGISLATURE OF THE STATE OF IDAHO
Sixty-second Legislature Second Regular Session - 2014

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 428

BY EDUCATION COMMITTEE

AN ACT

RELATING TO PUBLIC SCHOOLS; AMENDING SECTION 33-507, IDAHO CODE, TO REVISE AUTHORITY OF TRUSTEES OF SCHOOL DISTRICTS REGARDING THE EMPLOYMENT OF A SPOUSE AND TO MAKE TECHNICAL CORRECTIONS; AMENDING SECTION 33-514A, IDAHO CODE, TO PROVIDE AN ADDITIONAL GROUND WHEN A CATEGORY 1 LIMITED CONTRACT MAY BE ISSUED; AND AMENDING SECTION 33-5204, IDAHO CODE, TO REVISE AUTHORITY OF THE BOARD OF DIRECTORS OF A PUBLIC CHARTER SCHOOL REGARDING THE EMPLOYMENT OF A SPOUSE AND TO MAKE TECHNICAL CORRECTIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-507, Idaho Code, be, and the same is hereby amended to read as follows:

33-507. LIMITATION UPON AUTHORITY OF TRUSTEES. (1) It shall be unlawful for any trustee to have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the school district, or to accept any reward or compensation for services rendered as a trustee except as may be otherwise provided in this section. The board of trustees of a school district may accept and award contracts involving the school district to businesses in which a trustee 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 forth in section 18-1361 or 18-1361A, Idaho Code, are followed. The receiving, soliciting or acceptance of moneys of a school district for deposit in any bank or trust company, or the lending of money by any bank or trust company to any school district, shall not be deemed to be a contract pertaining to the maintenance or conduct of a school district within the meaning of this section; nor shall the payment by any school district board of trustees of compensation to any bank or trust company, for services rendered in the transaction of any banking business with such district board of trustees, be deemed the payment of any reward or compensation to any officer or director of any such bank or trust company within the meaning of this section.

(2) It shall be unlawful for the board of trustees of any class of school district to enter into or execute any contract with the spouse of any member of such board, the terms of which said contract requires~~,~~ or will require~~,~~ the payment or delivery of any school district funds, money or property to such spouse, except as provided in section 18-1361 or 18-1361A, Idaho Code.

(3) No spouse of any trustee may be employed by a school district with a fall student enrollment population of greater than one thousand two hundred (1,200) in the prior school year. For school districts with a fall student enrollment population of one thousand two hundred (1,200) or less in the prior school year, such spouse may be employed in a nonadministrative position for a school year if each of the following conditions has been met:

(a) The position has been listed as open for application on the school district website for at least sixty (60) days, unless the opening occurred during the school year, in which case the position shall be so listed for at least fifteen (15) days;

(b) No applications were received that met the minimum certification, endorsement, education or experience requirements of the position, other than such spouse;

(c) The trustee abstained from voting in the employment of the spouse and was absent from the meeting while such employment was being considered and determined.

The school district may employ such spouse for further school years, provided that the conditions contained in this subsection are met for each school year in which such spouse is employed. The trustee shall abstain from voting in any decisions affecting the compensation, benefits, individual performance evaluation or disciplinary action related to the spouse and shall be absent from the meeting while such issues are being considered and determined. Any spouse of a trustee employed as a certificated employee pursuant to this subsection shall be employed under a category 1 contract pursuant to section 33-514A, Idaho Code.

(4) When any relative of any trustee or relative of the spouse of a trustee related by affinity or consanguinity within the second degree is considered for employment in a school district, such trustee 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.

SECTION 2. That Section 33-514A, Idaho Code, be, and the same is hereby amended to read as follows:

33-514A. ISSUANCE OF LIMITED CONTRACT -- CATEGORY 1 CONTRACT. After August 1, or pursuant to section 33-507(3), Idaho Code, the board of trustees may exercise the option of employing certified personnel on a one (1) year limited contract, which may also be referred to as a category 1 contract consistent with the provisions of section 33-514, Idaho Code. Such a contract is specifically offered for the limited duration of the ensuing school year, and no further notice is required by the district to terminate the contract at the conclusion of the contract year.

SECTION 3. That Section 33-5204, Idaho Code, be, and the same is hereby amended to read as follows:

33-5204. NONPROFIT CORPORATION -- LIABILITY -- INSURANCE. (1) A public charter school shall be organized and managed under the Idaho nonprofit corporation act. The board of directors of a public charter school shall be deemed public agents authorized by a public school district, the public charter school commission, or the state board of education to control the public charter school, but shall function independently of any school board of trustees in any school district in which the public charter school is located, or independently of the public charter school commission except as provided in the charter. For the purposes of section 59-1302(15), Idaho Code, a public charter school created pursuant to this chapter shall be deemed a governmental entity. Pursuant to the provisions of section

63-3622O, Idaho Code, sales to or purchases by a public charter school are exempt from payment of the sales and use tax. A public charter school and the board of directors of a public charter school are subject to the provisions of:

(a) Sections 18-1351 through 18-1362, Idaho Code, on bribery and corrupt influence, except as provided by section 33-5204A(2), Idaho Code;

(b) Chapter 2, title 59, Idaho Code, on prohibitions against contracts with officers;

(c) Chapter 7, title 59, Idaho Code, on ethics in government;

(d) Chapter 23, title 67, Idaho Code, on open public meetings; and

(e) Chapter 3, title 9, Idaho Code, on disclosure of public records;

in the same manner that a traditional public school and the board of school trustees of a school district are subject to those provisions.

(2) A public charter school may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its 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. The authorized chartering entity that approves a public school charter shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. A local public school district shall have no liability for the acts, omissions, debts or other obligations of a public charter school located in its district that has been approved by an authorized chartering entity other than the board of trustees of the local school district.

(3) Nothing in this chapter shall prevent the board of directors of a public charter school, operating as a nonprofit corporation, from borrowing money to finance the purchase or lease of school building facilities, equipment and furnishings of those school building facilities. Subject to the terms of a contractual agreement between the board and a lender, nothing herein shall prevent the board from using the facility, its equipment and furnishings, as collateral for the loan.

(4) Public charter schools shall secure insurance for liability and property loss.

(5) It shall be unlawful for:

(a) Any director to have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provided in this subsection ~~(5)~~. The board of directors of a public charter school 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 forth in section 18-1361 or 18-1361A, Idaho Code, are followed. The receiving, soliciting or acceptance of moneys of a public charter school for deposit in any bank or trust company, or the lending of moneys by any bank or trust company to any public charter school, shall not be deemed to be a contract

pertaining to the maintenance or conduct of a public charter school and authorized chartering entity within the meaning of this section; nor shall the payment by any public charter school board of directors of compensation to any bank or trust company for services rendered in the transaction of any banking business with such public charter school board of directors be deemed the payment of any reward or compensation to any officer or director of any such bank or trust company within the meaning of this section.

(b) The board of directors of any public charter school to 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, except as provided in paragraph (c) of this subsection or in section 18-1361 or 18-1361A, Idaho Code.

(c) No spouse of any director may be employed by a public charter school physically located within the boundaries of a school district with a fall student enrollment population of greater than one thousand two hundred (1,200) in the prior school year. For public charter schools physically located within the boundaries of a school district with a fall student enrollment population of one thousand two hundred (1,200) or less in the prior school year, such spouse may be employed in a non-administrative position for a school year if each of the following conditions has been met:

(i) The position has been listed as open for application on the public charter school website for at least sixty (60) days, unless the opening occurred during the school year, in which case the position shall be so listed for at least fifteen (15) days;

(ii) No applications were received that met the minimum certification, endorsement, education or experience requirements of the position, other than such spouse;

(iii) The director abstained from voting in the employment of the spouse and was absent from the meeting while such employment was being considered and determined.

The public charter school may employ such spouse for further school years, provided that the conditions contained in this paragraph are met for each school year in which such spouse is employed. The director shall abstain from voting in any decisions affecting the compensation, benefits, individual performance evaluation or disciplinary action related to the spouse and shall be absent from the meeting while such issues are being considered and determined. Any spouse of a director employed as a certificated employee pursuant to this paragraph shall be employed under a category 1 contract pursuant to section 33-514A, Idaho Code.

(6) 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.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-second Legislature Second Regular Session - 2014

IN THE SENATE

SENATE BILL NO. 1264

BY EDUCATION COMMITTEE

AN ACT

RELATING TO THE PUBLIC CHARTER SCHOOL COMMISSION; AMENDING SECTION 33-5213, IDAHO CODE, TO PROVIDE THAT IT SHALL BE THE RESPONSIBILITY AND DUTY OF THE DIRECTOR OF THE STATE BOARD OF EDUCATION, OR HIS DESIGNEE, TO ADMINISTER AND ENFORCE CERTAIN PROVISIONS AND TO PROVIDE FOR POLICIES AND RECOMMENDATIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-5213, Idaho Code, be, and the same is hereby amended to read as follows:

33-5213. PUBLIC CHARTER SCHOOL COMMISSION. (1) There is hereby created an independent public charter school commission, referred to hereinafter as the commission, to be located in the office of the state board of education, pursuant to section 33-105, Idaho Code. It shall be the responsibility and duty of the executive director of the state board of education, or his designee, acting at the direction of the commission to administer and enforce the provisions of this chapter, and the director or his designee shall serve as secretary to the commission.

(2) The public charter school commission shall adopt ~~rules~~ policies, subject to law, regarding the governance and administration of the commission and make recommendations to the state board of education regarding the oversight of public charter schools.

(3) The commission shall be composed of seven (7) members:

(a) Three (3) members shall be appointed by the governor, subject to the advice and consent of the senate;

(b) Two (2) members shall be appointed by the speaker of the house of representatives; and

(c) Two (2) members shall be appointed by the president pro tempore of the senate.

Commissioner appointments made pursuant to this section prior to July 1, 2013, shall remain valid through the duration of the term to which each commissioner was appointed. To establish a transition to the appointing authority structure contained in this subsection, the first four (4) appointments available on or after July 1, 2013, shall be made in an alternating sequence for each appointment by the speaker of the house of representatives and the president pro tempore of the senate, followed by three (3) appointments by the governor. Subsequent appointments shall be made by the same appointing authority that originally appointed the commissioner whose term expired.

(4) The term of office for commission members shall be four (4) years. In making such appointments, the appointing authorities shall consider regional balance. Members appointed to the commission shall collectively possess strong experience and expertise in public and nonprofit governance,

management and finance, public school leadership, assessment, curriculum and instruction and public education law. All members of the commission shall have demonstrated understanding of and commitment to charter schools as a strategy for strengthening public education. No commissioner shall serve more than two (2) consecutive four (4) year terms. Members of the commission shall hold office until the expiration of the term to which the member was appointed and until a successor has been duly appointed, unless sooner removed for cause by the appointing authority. Whenever a vacancy occurs, the appointing authority shall appoint a qualified person to fill the vacancy for the unexpired portion of the term.

(~~4~~5) All members of the commission shall be citizens of the United States and residents of the state of Idaho for not less than two (2) years.

(~~5~~6) The members of the commission shall, at their first regular meeting following the effective date of this act, and every two (2) years thereafter, elect, by a majority vote of the members of the commission, a chairman and a vice-chairman. The chairman shall preside at meetings of the commission, and the vice-chairman shall preside at such meetings in the absence of the chairman. A majority of the members of the commission shall constitute a quorum. The commission shall meet at such times and places as determined to be necessary and convenient, or at the call of the chair.

(~~6~~7) Each member of the commission not otherwise compensated by public moneys shall be compensated as provided in section 59-509(h), Idaho Code.