

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:

- Odyssey Charter School
- Legacy Public Charter School
- Nampa Charter School (Liberty)
- Victory Charter School
- Sage International School of Boise
- Xavier Charter School
- Another Choice Virtual School
- Bingham Academy
- Monticello Montessori Charter School
- White Pine 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.

One of the schools, Xavier Charter School, has elected to opt out of mission-specific goals for its initial certificate term. The opt-out option, approved by the PCSC in August 2013, is described in the Introduction tab of the Performance Framework.

The certificate for Odyssey Charter School contains conditions in Appendix A. These conditions are intended to ensure the protection of students and taxpayers through the resolution of significant concerns (including failure to achieve accreditation candidacy status, significant special education non-compliance, and fiscal and governmental instability). PCSC staff has discussed the conditions with Odyssey and received assurance that the school is already working to meet the conditions.

Pursuant to I.C. § 33-5209C(7), "a charter may be revoked by the authorized chartering entity if the public charter school has failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of section 33-5209B(1) by the dates specified." If conditions are

not included as part of the performance certificate, an authorizer has no option to close a school prior to the end of its certificate term.

A subcommittee of Commissioners has reviewed the drafts and recommended that all the Performance Certificates, with the exception of the certificate for Odyssey Charter School, be executed as presented.

The subcommittee did not form a recommendation with regard to the Performance Certificate for Odyssey Charter School, but elected to have the proposed certificate reviewed by the full Commission with Odyssey representatives present.

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.

If the PCSC moves not to execute one or more of the Performance Certificates, PCSC staff and the schools(s) will work at the PCSC's direction to revise certificates as needed for consideration at a later date.

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 Odyssey Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Legacy Public Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Nampa Charter School (Liberty) Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Victory Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Sage International School of Boise Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Xavier Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Another Choice Virtual School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Bingham Academy Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the Monticello Montessori Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND

A motion to execute the White Pine Charter School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Odyssey 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, effective December 31, 2013, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2013; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2013. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **April 17, 2014**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **Our mission at Odyssey Charter School is to graduate students who, in addition to being proficient in a range of academic subjects, possess an advanced level of interpersonal and social communication skills, have the ability to engage in critical thinking and rational problem solving, demonstrate respect for the value of the contributions of others, possess a strong sense of personal integrity and responsibility, and believe in their own capacity for achievement.**
- B. Grades Served.** The School may serve students in **grade 6 through grade 12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Project based learning. Project Based Learning in the form of both large and small**

projects, as well as individual and group projects, will be the major teaching method used at Odyssey. Medium and large projects will meet the following 8 essential elements:

- Significant content
 - A need to know
 - A driving question
 - Student voice and choice
 - 21st Century skills of Communication, Collaboration, Critical Thinking, and Creativity & Innovation
 - Inquiry and Innovation
 - Reflection and Revision
 - Public Presented Product
- Character development. Students will be taught to be effective in organizing their personal lives as well as developing effective and acceptable social skills.
 - Four C's of critical thinking, communication, collaboration, and creativity & innovation. Students will collaborate with other students to find unique and creative solutions to problems they face.
 - Technology. Students will learn to use a variety of technology, including but not limited to social media, word processing, and internet use as a tool in their 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 700 students. The maximum number of students who may be enrolled per class/grade level, as well as the rate at which Odyssey may expand to full capacity, shall be as follows.

| | 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th | Total |
|---------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------|
| Year 1 | 50 | 100 | 75 | 50 | 50 | 0 | 0 | 325 |
| Year 2 | 50 | 100 | 100 | 75 | 50 | 50 | 0 | 425 |
| Year 3 | 75 | 100 | 100 | 100 | 75 | 50 | 50 | 550 |
| Year 4 | 75 | 100 | 100 | 100 | 100 | 75 | 50 | 600 |
| Year 5 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 700 |

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. 1235 Jones Street, Idaho Falls, Idaho. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School’s primary attendance area is as follows: Bonneville County, Jefferson Joint School District 251, and Shelley Joint School District 60.

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 **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Odyssey 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

School: Odyssey Charter School, Inc.

Date: April 17, 2014

Pursuant to Section 33-5209B, Idaho Code, this performance certificate for Odyssey Charter School, Inc. (Odyssey) is subject to the following conditions:

1. Board Membership – Odyssey will return to, and remain in, compliance with Idaho statute, Odyssey’s approved charter, and the bylaws of Odyssey Charter School, Inc. with regard to the minimum number of members serving at any given time. Section 30-3-64 of the Idaho Nonprofit Corporation Act provides that “The board of directors must consist of three (3) or more individuals.” Tab 5 of Odyssey’s approved charter provides that the board will consist of five to seven members. Section 4 of Odyssey’s bylaws states that the number of board members “shall be fixed pursuant to resolutions adopted by the Board.” According to the bylaws, the first such resolution should have been made in July 2013. Odyssey’s approved charter

This condition must be met by June 30, 2014.

2. Accreditation Candidacy – Odyssey will achieve accreditation candidacy status during the 2013-2014 school year.

This condition must be met by June 30, 2014.

3. Full Accreditation – Odyssey will obtain full accreditation during the 2014-2015 school year.

This condition must be met by June 30, 2015.

4. Special Education Compliance – Odyssey will return to, and remain in, compliance with state and federal special education requirements. This will include fulfillment of the corrective actions ordered by the Idaho State Department of Education in the Final Report regarding the Complain Investigation of Odyssey Charter School District #484, C-14-1-14, that was sent to the school on February 25, 2014.

This condition must be met by June 30, 2014.

5. Financial Planning – Odyssey will submit to the Public Charter School Commission (PCSC) office a complete, detailed financial plan for the remainder of FY14 and all of FY15. Such plan shall include budgets and monthly cash flow projections using PCSC templates. Such plan shall address the means by which Odyssey will mitigate known financial challenges including, but not limited to: costs associated with lawsuits filed against Odyssey, its board, or its employees; costs associated with returning to special education compliance; and low or declining enrollment.

This condition must be met by June 30, 2014.

Appendix A: Conditions of Authorization / Renewal

6. Stakeholder Complaint Process – Odyssey will adopt and publish on its website a clear, thorough stakeholder complaint process. Such process shall include steps to be taken by complainants, all contact information necessary to follow such steps, and timelines and means by which Odyssey will respond to complainants. Such process shall specify that Odyssey will submit to the PCSC office copies of any complaints filed against the school, including lawsuits and complaints filed with the Professional Standards Commission relating to school employees, within five business days of receipt, pursuant to IDAPA 08.02.04.302. The process shall remain posted in a highly visible location on Odyssey’s website throughout the performance certificate term.

This condition shall be met by June 30, 2014.

7. Odyssey shall adopt and publish on its website a description of the ethical standards by which Odyssey’s governing board shall abide. Such description shall include, but not be limited to, a clear definition of the role of the board. The governing board’s ethical standards shall remain posted in a highly visible location on Odyssey’s website throughout the performance certificate term.

This condition shall be met by June 30, 2014.

Pursuant to I.C. 33-5209C(7), Odyssey’s charter may be revoked by the Public Charter School Commission if Odyssey fails to meet any of these specific, written conditions for necessary improvements by the dates specified.

Appendix B: Charter

Odyssey

Charter School

Opening with Grades 6–10 the first year and adding 11th grade the second year and 12th grade the third.

A Charter to Establish a Public Charter School Beginning in the
2013–2014 school year.

Available to all Idaho students with a primary attendance area consisting of Bonneville County, Jefferson Joint School District No. 251, and Shelley Joint School District No. 60, with the facility located in Idaho Falls Joint School District No. 91.

Approved by
The Idaho Public Charter School Commission
December 31, 2012

Contact Person:
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Phone: 208-524-1285 Cell: 208-681-1805
kbpetersonmail@yahoo.com ocsidaho.org

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

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Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Articles of Incorporation

Idaho Code § 33-5204(1)

See Appendix A.

Certificate of Adoption of Bylaws

Idaho Code §§ 33-5204(1) and 30-3-21(1)

See Appendix B.

Mission Statement

Our mission at Odyssey Charter School is to graduate students who, in addition to being proficient in a range of academic subjects, possess an advanced level of interpersonal and social communication skills, have the ability to engage in critical thinking and rational problem solving, demonstrate respect for the value of the contributions of others, possess a strong sense of personal integrity and responsibility, and believe in their own capacity for achievement.

Vision Statement

The vision of the Odyssey Charter School is to prepare and equip our middle school and high school students for the rigors of higher education and an ongoing lifetime of achievement. We satisfy this goal by providing an education that incorporates a relevant, challenging, exploratory and integrative curriculum with the academic innovations of project based learning. Odyssey Charter School will seek to create a culture of productive collaboration, personal integrity, mutual respect and civic responsibility.

Tab 2: Operation and Potential Effects of the Public Charter School

Odyssey Charter School offers the community a project based 6th-12th grade secondary school that encourages students to develop their higher level thinking skills. Odyssey Charter School is based around an active, hands-on teaching technique called project based learning. Odyssey strives to meet the needs of students with different learning styles by building on student interests in order to motivate and enable the students to learn.

Teaching through the use of projects makes academic knowledge more relevant by providing the means for the immediate and practical application of core academic concepts learned in class. Odyssey students will use project based learning in their day to day classes. In addition, the students will work on one multi-disciplinary project each semester. Odyssey will promote its students' sense of civic responsibility by using projects designed to help their community and improve the world around them. Through project based learning, Odyssey teaches both the "3 R's" of reading, writing, and arithmetic, and the "4 C's" of critical thinking, communication, collaboration, and creativity. Odyssey's curriculum will also integrate the development of personal management and social skills that the students will need to succeed in the modern day collaborative workforce and in their family lives.

Although many local schools may occasionally offer a project based class, Odyssey will be the only school in the area that focuses on project based learning throughout the entire secondary school years.

See Appendix V for Odyssey's plan to provide its teachers with professional development in the use of project based teaching techniques. See the Curriculum Overview in Tab 3 for a description of the curricula selected for use with Odyssey's project based learning program, including the effectiveness and alignment of the curricula to Common Core State Standards.

Physical Facilities

Idaho Code § 33-5205(4)

Odyssey Charter School will be a new public charter school, not a conversion or replacement of an existing school.

The administration/school building(s) shall be properly licensed and compliant with the Americans with Disabilities Act, applicable OSHA regulations, and Idaho law. The building(s) shall provide sufficient wiring, communication capabilities, heating, ventilation, lighting, sanitary conditions, and water to support the operation of the school.

The Charter Developers are currently exploring a variety of building options for the school in order to ensure the sustainability of the program.

Current options for facilities for Odyssey Charter School are detailed in Appendix F.

Primary Attendance Area

Idaho Code § 33-5205(4)

The primary attendance area will be Bonneville County, Jefferson Joint School District No. 251 and Shelley Joint School District No. 60. Students from these districts will be given priority in accordance with Idaho Code § 33-5205(3)(j); however, students from other areas may also be enrolled. Odyssey's attendance area map is included in Appendix D.

Potential Impact on the School Districts

Idaho Code § 33-5205(4)

Odyssey Charter School will actively recruit students from its primary attendance area of Bonneville County, Jefferson Joint School District 251, and Shelley Joint School District 60. The charter school will not rely on these districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented programs, administration, or special needs such as special education accommodations, unless mutually agreed upon by Odyssey and the relevant district.

According to the 2009 U.S. census, there are approximately 12,452 students in grades 6–12 in Bonneville County. The total high school population within Odyssey's entire attendance area is approximately 13,222 students, according to the 2009 U.S. census. When filled to capacity, Odyssey Charter School will enroll approximately 3% of the secondary school population in the attendance area. Idaho Falls has grown 12% in the past ten years, and Ammon, a small city adjacent to Idaho Falls, has more than doubled in population during that time. Bonneville county school districts are over capacity and are using modular classrooms to accommodate the student population. These districts may need to build new facilities in order to accommodate the number of students they serve. In particular, Bonneville School District No. 93 has announced plans to build a new high school in 2015. Odyssey Charter School is not anticipated to significantly reduce the student population in the local districts' traditional secondary schools, but it will provide some relief for present facilities that cannot currently

accommodate an increasing school population. Odyssey is also anticipated to provide an additional educational option for local private school students and home school students.

Odyssey's summary of potential students (see Appendix L) shows that less than 30% of Odyssey's potential students are anticipated to come from Idaho Falls School District No. 91, 40% are anticipated to come from Bonneville School District No. 93, 18% are anticipated to come from Jefferson School District No. 251, 7% are anticipated to come from Shelley School District No. 60, and the remainder are anticipated to come from outside these four districts. As a result, Odyssey's impact on the school districts within its attendance area will be widely distributed between the districts, thereby minimizing its impact on any one district.

The new Compass Academy being introduced by Idaho Falls School District No. 91 is anticipated to have a very limited effect on the implementation of Odyssey Charter School's project based learning program for the following reasons:

- The Compass Academy magnet school will create interest for project based education not only among students in the Idaho Falls School District, but among students in the surrounding districts as well. Odyssey Charter School will be able to capitalize upon this increased public awareness of and interest in project based learning, particularly with regard to students who live outside of the Idaho Falls School District, but within Odyssey's wider attendance area.
- Odyssey will span grades 6 through 12. The magnet school will only enroll students in grades 9 through 12. Odyssey will be the only project based education option within its attendance area for 6th, 7th, and 8th grade students, including those in the Idaho Falls District No. 91.
- Assuming that the new magnet school is successful in meeting its enrollment goals, there may be some parents in Idaho Falls School District No. 91 who are interested in a project based program but cannot enroll in the new academy. Odyssey Charter School will provide another project based education option for those families. Parents and students in Shelley Joint School District No. 60, Jefferson Joint School District No. 251, and the rest of Bonneville County will not have the option of attending the new magnet school, and Odyssey will be the only option for a project based secondary school for those families.

There are presently two local charter schools that enroll middle and high school students: White Pine Charter School, which goes to the 8th grade; and Taylor's Crossing, which goes through 12th grade. White Pine has a waiting list for 6th and 7th grades; and 8th grade usually starts at capacity and loses a few students during the year. The 6th – 10th grades at Taylor's Crossing usually start the year at capacity and lose a few students throughout the year. The 11th and 12th grades at Taylor's Crossing usually have a few places available.

Despite the local school districts suffering from overcrowding in all grade levels, local charter schools have been unable to meet their enrollment caps for their secondary grades. Odyssey Charter School has several unique features that other charter schools either do not offer or do not advertise that will help Odyssey attract students where other charter schools have struggled. These features include the following:

- Odyssey is the only project based school in Jefferson Joint School District No. 251, Shelley Joint School District No. 60, and the rest of Bonneville County.
- Odyssey will offer more integrated technology in the classrooms.
- Odyssey will be the only charter school in the area that focuses exclusively on the secondary grades. Many secondary age students do not want to attend a charter school that also includes elementary grade students, because it does not seem “grown up” enough. Many students are looking for a school that includes only middle and high school grades, rather than one that essentially functions as an extended elementary school. This formula has been proven successful by charter schools such as the Idaho Science and Technology Charter School, which serves an area with a significantly smaller student population than the primary attendance area of Odyssey Charter School.
- Odyssey will offer unique educational opportunities such as drama, dance, and multidisciplinary projects either as extra-curricular programs or as an integrated part of the school curriculum.
- Community improvement projects will create newsworthy stories that will foster connections with members of the larger community and civic outreach opportunities for Odyssey Charter School students.
- The collaborative nature of project based learning helps provide the kind of positive social interaction that secondary school students need.
- As part of its marketing program, Odyssey Charter School will emphasize its ability to provide participation in projects involving the arts (e.g., theater, music, and art) as well as science and technology (e.g., robotics, video production, and web design).

Administrative Services

Administrative services for the school will be provided by the school Principal, with support from the Board of Directors. The school Principal will be a full time position.

An administrative assistant will complete paperwork and required reporting, in addition to other duties. A business manager will manage the school's fiscal affairs. Both positions will be either full time or part time based on financial allocations from the state according to student population. If the administrative assistant and/or business manager are employed part-time, the Principal, faculty members, and parent volunteers will assist in the fulfillment of the duties of those positions. An independent financial audit will be performed each year by an independent auditor not affiliated with Odyssey Charter School. Board members and founding family members maybe utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc.

Annual programmatic operations and financial reports will be presented to the Board of Directors. The Principal will also serve as the liaison between Odyssey Charter School, parents, and Odyssey's Board of Directors. The Board of Directors will report the results of the audits to the Public Charter School Commission.

Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, fees (where appropriate), and donations. The Odyssey Charter School Board is ultimately responsible to its authorizer, and at least two members will be present during every meeting of the authorizer for which Odyssey Charter School is on the agenda.

Administrative services will be selected and evaluated by Odyssey Charter School's Board. Teachers will be employed by the school through the use of a written Idaho Standard Teachers' Contract in a form approved by the state Superintendent of Public Instruction. School personnel will be required to hold the appropriate Idaho teaching certifications and endorsements. Odyssey teachers will hold highly qualified status under the No Child Left Behind Act (NCLB) or will work towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as the American Board for Certification of Teacher Excellence (ABCTE) or other state-approved program. Any teachers teaching a class in a specific content area will be highly qualified in that content area. Teachers who are not highly qualified will have waivers from the State Department of Education.

The Board of Directors will conduct annual evaluations of the Principal based on the job description of the Principal. See Appendix S for the standards for the evaluations that Odyssey Charter School will use.

Day-to-Day Operations

The Principal, in coordination with the Odyssey Charter School Board of Directors, will determine the day-to-day operations of Odyssey Charter School. Please refer to Appendix I for staffing numbers.

Civil Liability

Idaho Code § 33-5204(4)

Odyssey 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 of 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.

Additionally, Odyssey Charter School will procure and maintain a policy of property loss to insure its facilities, equipment, and other assets against damage or loss with a minimum coverage of \$1,000,000 per event or \$5,000,000 in the aggregate, or as otherwise required by law or determined by the Board.

Odyssey Charter School is incorporated as a nonprofit public school under the laws of the State of Idaho. The Odyssey Charter School Board of Directors is responsible for the operation of the school and the development of school policies. Odyssey Charter School will adopt and adapt prototype policies available through the Idaho School Board Association (ISBA) to the extent such policies are available and applicable. Other policies will be developed and adopted by the Board of Directors as necessary or prudent.

Pursuant to Idaho Code § 33-5204(2), the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of Odyssey Charter School.

Odyssey Charter School will have the same role as traditional public schools in matters of civil liability. The appropriate insurance and legal waivers of liability will be obtained from outside groups using Odyssey facilities.

Odyssey Charter School shall provide to the Idaho Charter School Commission copies of insurance binders issued by companies authorized to conduct business in Idaho. The binders will contain Odyssey's policies for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and errors and omissions insurance. Additional proof of insurance will be provided as required by the Commission.

Tab 3: Educational Program and Goals

Defining an Educated Person

Idaho Code § 33-5205(3)(a)

The 21st Century has moved beyond the industrial age, when most public school students required only a remedial education to enable them to function productively within a blue collar work force. In today's information age, employees in virtually every trade, profession and industry need not only the "three R's" of reading, writing and arithmetic, but also the "four C's" of critical thinking, communication, collaboration, and creativity. Life-long jobs are becoming increasingly rare, as employees move with greater rapidity between positions and even between industries. Most job growth is in small businesses and in new technology. Today's global business requires more sophisticated employees with a broad base of knowledge, experience in evolving technologies, and the ability to adapt to innovative work environments. An educated person must be flexible, responsible, interdependent, creative, and technologically competent. A useful education should include learning in science, math, and technology, as well as exposure to history's great ideas through the study of arts and humanities. Project based learning best prepares students for the project based workplace of the 21st century.

When Learning Best Occurs

Idaho Code 33-5205(3)(a)

Current research shows that learning best occurs under the following conditions:

- Learning occurs in context
- Learning is active
- Learning is social
- Learning is reflective

(M. Suzanne Donovan & John Balfanz, Editors (2005). *How people learn*. National Research Council.)

In addition to the above, Odyssey Charter School's core educational philosophy also includes the following:

- Students see the connection between what they learn and the real world.
- Students are actively engaged in hands-on and practical projects that improve the community.
- Students work both individually and as responsible members of a group.

- Students work on interdisciplinary projects that involve standards from several subjects.
- Students, parents, and educators work together to identify academic and personal learning goals.
- Expectations are clearly communicated to students.
- Students use their skills and knowledge continuously over the course of their schooling.
- The learning experiences are challenging yet possible for the student to accomplish.
- Students and teachers realize that both success and failure are part of the learning process and students are led to learn from each.
- Students and teachers work in an emotionally and physically safe environment free of taunting, teasing, ridicule, or violence.

Instructional Methods

- The hallmark of an Odyssey Charter School education is the use of the project based instructional method. Other teaching methods may supplement project based learning where appropriate, but the broad application of hands-on, practical, project based teaching is what distinguishes Odyssey Charter School from traditional secondary public schools. This use of project based learning will help students be successful and fulfill their individual potential. Other types of teaching will be employed in the education of the students, but these techniques will work toward the projects that will be the hallmark of an education at Odyssey Charter School.

Research demonstrates that project based learning is a very effective method of teaching. The following studies show that:

1. PBL can be *more* effective than traditional instruction in increasing academic achievement.
 - Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.
 - Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69

- Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. *Journal of Education*, 181, 25-55.
 - Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946
 - Walker, A., & Leary, H. (2008). A problem based learning meta-analysis: Differences across problem types, implementation types, disciplines and assessment levels. *Interdisciplinary Journal of Problem Based Learning*
2. PBL can be *more* effective than traditional instruction for knowledge application.
- Dochy, R., Segers, M., Van den Bossche, P., & Gijbels, D. (2003) Effects of problem based learning: A metanalysis. *Learning and Instruction*, 13, 533-568
 - Koh, G. C-H., Khoo, H.E., Wong, M.L., & Koh, D. (2008). The effects of problem based learning during medical school on physician competency: A systematic review. *Canadian Medical Association Journal*, 178(1), 34-41]
3. PBL can be *more* effective than traditional instruction for teaching concepts and developing deep understanding of content.
- Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press
4. PBL can be *more* effective than traditional instruction for preparing students for future learning.
- Schwartz, D.L., & Martin, T. (2004). Inventing to prepare for future learning: The hidden efficiency of encouraging original student production in statistics instruction. *Cognition and Instruction*, 22, 129-184
5. PBL can be *more* effective than traditional instruction for preparing students to be *better* able to integrate and explain concepts.
- Capon, N, & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79
6. PBL can increase student motivation, positive attitudes toward subject matter, and engagement in learning.
- Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press; [Cognition and Technology Group at Vanderbilt. (1992)
7. PBL can improve students' retention of knowledge over time.
- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students

engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939

8. PBL can improve students' mastery of 21st-century skills.

- Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315
- Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208
- Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200; Sheperd

9. PBL can be especially effective with lower-achieving students.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939
- Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69
- Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946
- Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment

10. PBL can increase students' achievement on state-administered, standardized tests.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic skills, personal habits, character traits, and attitudes that an educated citizen in the 21st century needs. Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho Content Standards and the

Common Core State Standards. These standards will be enhanced with unifying themes in the project based classroom activities along with 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—will remain strongly emphasized. They will be augmented and reinforced by other choices of activities such as music, art, theater, science, career, health, physical, and environmental education.

The curricula for Odyssey Charter School have been chosen for its compatibility with the project based learning teaching method. Odyssey will use the curricula listed below as a starting point within each identified content area, and then adapt that content to individual project based lesson plans. The curricula will also be aligned to the Common Core State Standards and Idaho's Content Standards.

The sections below describe the various curricula that Odyssey will employ. The Board or the administration may need to change curricula in the future to better suit the students' needs.

Language Arts (English and Foreign)

Language arts will be an integral part of the school's project based education. The goal is to develop learners who enjoy literature, and who are competent writers.

The curriculum will focus on the great ideas of western civilization that have provided the underpinnings of our culture and government. Personal management and social skills from Sean Covey's *7 Habits of Highly Effective Teens* will be woven into this subject through both positive and negative examples of the people and characters in this body of works. Grammar and vocabulary skills will be integrated into creative, technical, and expository writing. Communication skills will be developed through assignments in speaking, writing, and presentation, using technology such as presentational software, online collaborating, and other forms of online communication. No project based language arts curriculum is currently available from major vendors, but several inquiry-based curriculums are available. The difference is small enough that the curricula can be easily adapted. The language arts curriculum will be aligned with the Common Core Standards.

Odyssey will use *Common Core Curriculum Maps* by Common Core which outlines reading selections and assignments for language arts classes. It uses works from various sources and it allows flexibility to be adaptable for project based learning. It is also one of the few curricula that are already adapted to the Common Core Standards at the present time. Odyssey will also use *Grammar Punk*, an interactive, collaborative grammar and writing program that is aligned with *Bloom's Taxonomy* (revised); the *Standards for the English Language Arts*, sponsored by NCTE and IRA; *Vickie Spandel's 6 + 1 Traits*; and *The National Writing Project*.

Science and Health

The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Project based learning lets students experience the excitement of science so they can better understand facts and concepts. The curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. *It's About Time's* Project Based Inquiry Science will be used for the middle school grades, and *It's About Time* high school science curricula will be used for the high school grades. Both are hands-on and activity based to support student learning through projects. These curricula support the project based education model of Odyssey Charter School, and will be aligned with the Common Core Standards in Language Arts for literacy in science.

The effectiveness of *It's About Time* is based on research at Northwestern University that investigates the change in classroom practices elicited by project based units. Analyses of the artifacts produced by students indicates that students are engaging in ambitious learning practices, requiring weighing and synthesizing many results from complex analyses of data. Students are engaged in planning, performing, monitoring and revising their investigations, and reporting on their investigation processes as well as their results. In general, the classrooms engaging in project based activities reveal substantial moves toward a scientific discourse community in which students are able to focus on arguing from evidence, critiquing ideas, and conjecturing, rather than simply reporting on what they have read or been told.

Mathematics

Students will master computation processes and proceed into algebra and beyond, as individual ability dictates. Exploring abstract concepts as well as manipulative experiences will engage students and enhance learning. Students will use reasoning and problem solving in purposeful ways through the use of interdisciplinary projects. The math curriculum will be aligned with the Common Core Standards in mathematics.

Odyssey Charter School will use *College Preparatory Math*, since it integrates the concepts of hands-on, collaborative learning, and it has shown its effectiveness in several studies where *College Preparatory Math* has produced consistently better results when compared to a control group. These studies can be found at their website (cpm.org) on their Research and Results page.

Social Studies and Community Service

This curriculum will include the basic elements of history, government, geography, economics, sociology, and citizenship, with a focus on local, state, national, and world history. Leadership

principles will be taught through an examination of the “big ideas” of history according to Grant Wiggins’s *Understanding by Design*, because it deals with history’s eternal questions, has a variety of learning situations, and promotes autonomy and strategic thinking rather than low level, “read and regurgitate” thinking. Odyssey Charter School will use Pearson Publishing for its social studies curriculum, which is designed around Wiggins’s *Understanding by Design* principles. Odyssey Charter School will seek out ways for the students to discover and experience responsibilities and rights as members of the community, state, and nation through their project based service work. The curriculum will be aligned with Idaho Department of Education’s Social Studies Content Standards in Language Arts for literacy for history and social studies.

Career Education

The Department of Education’s *Doing What Works* website does not list any evidence-based career education strategies or curricula and the Idaho Department of Education does not provide content standards for career education. Despite this, Odyssey will use a multifaceted approach to career education. Odyssey Charter School will begin to expose students to the vast array of career opportunities available in today’s world through their projects. Students will be exposed to various careers through their projects and will start to recognize and understand that their unique aptitudes, interests, and abilities contribute to their teams and, by extension, the world of work. Odyssey’s adopted science curricula, *It’s About Time*, shows how science affects people’s lives by featuring various scientists solving problems facing society. Students will also begin to understand the importance of “soft skills” such as personal responsibility, teamwork, and dependability in career success. *College Preparatory Math* also shows many real life examples of how math can be used effectively in actual situations. Odyssey’s career education will align with the Common Core Standards in Language Arts for literacy in college and career readiness in reading, speaking, listening, and writing.

Technology Education

Students will gain a basic understanding of technologies that operate in the world around them. Technology is not only for the sciences, but is also now used in business, art, communication, and the humanities. Instruction will utilize a hands-on approach that employs technology in project based, discovery learning and problem solving. Students will seek solutions to real life challenges. Odyssey Charter School will provide learners with technology skills which help prepare them for future employment. All technology curricula will be aligned to state standards.

A one semester beginning technology class will be required for all students entering Odyssey Charter School unless the student can demonstrate proficiency and can test out of it. This beginning technology class will prepare the students to comfortably work in Google Apps, which include Gmail, Google Calendar, Google Sites and Google Docs. Google Docs is an online office suite that includes document, spreadsheet, presentation, form and drawing apps.

Beginning technology will also teach movie editing software. These programs will be used in other classes for class work, including presentations of projects. Odyssey's technical education will be aligned with the Common Core Standards for Language Arts literacy in technical subjects.

Odyssey Charter School will comply with all requirements set forth in the Children's Internet Protection Act.

Integrating Projects into the Curriculum

Odyssey's curriculum will incorporate the use of projects into all aspects of the learning process. Most of the day-to-day work will consist of projects that may be accomplished in one or two class periods and over the course of a unit. For example, Odyssey's *College Preparatory Math* and *It's About Time* science curricula both employ hands-on projects that may span one or two class periods. In addition, students will have one long-term project to complete in each semester.

Odyssey Charter School's science, technology, engineering, and math (STEM) projects will revolve around many of the For Inspiration and Recognition of Science and Technology (FIRST) family of programs. For instance, those students involved in FIRST Lego League and FIRST Tech Challenge will use the yearly topic to develop a research project that will include a five minute presentation that is followed by a five minute question and answer session presented at the tournament and other locations. The goal of the FIRST Lego League's presentation is to develop an innovation in the subject for that year.

Fine art and performing art by their very nature are project based. Odyssey will offer extra-curricular opportunities for students who wish to participate in theater, music, dance, and art through the presentation of yearly musical productions. These presentations will also incorporate STEM technology through the use of lighting and sound reinforcement.

Art classes will use computers to create art work for performing art and STEM projects when appropriate.

In order for Odyssey's project based learning to be successful, a scope and sequence plan will be developed for class room projects, to ensure that the relevant materials and concepts are taught in a logical order. The scope and sequence plan will be developed by Odyssey's teachers under the guidance of the workshop teacher from the Buck Institute for Education or from a similar organization or an experienced mentor chosen by the Principal. Much of the scope and sequence planning will be developed through Odyssey Charter School's professional development program.

For example, professional development in *College Preparatory Math*, *It's About Time* science, and FIRST robotics STEM program, will provide curriculum training for STEM projects by

educating teachers on the projects used in the curricula as well as learning methods that will transfer into multidisciplinary projects.

Curriculum Development and Approval

Odyssey Charter School recognizes that curriculum development is a continuous process. The curriculum will be implemented and evaluated through ongoing observations of teachers and students, programmatic audits, and follow-up discussions with the Principal to include written goals. The curricula will be evaluated by how well it integrates project based learning, state content standards and Common Core Standards. Different or additional curricula may be adopted and implemented over time as Odyssey continues to refine its curriculum and as additional resources become available.

An important part of curriculum development is the training and professional development of Odyssey's administration and teachers in the precepts of project based learning. See Appendix V Pre-Opening Professional Development for more details.

Thoroughness Standards

Idaho Code §§ 33-5205(3)(a) and 33-1612

Odyssey Charter School will fulfill the thoroughness standards identified in Idaho Code § 33-1612. It will establish a thorough system of instruction that will fully address 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: Odyssey Charter School will:

- 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 (see the student handbook in Appendix K).
- 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 acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs (see the student handbook in Appendix K).
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Measurement and evaluation: The administration will use accident and discipline reports as the source of measurement for evaluation.

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: Odyssey Charter School will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Use Fred Jones's *Tools for Teaching* as Odyssey Charter School's classroom management/discipline model.
- Provide Odyssey's faculty and administration professional development in *Tools for Teaching* to increase their skills in maintaining classroom discipline.
- Develop a student handbook providing a code of conduct, including clear expectations and consequences for unacceptable behavior that are consistent throughout the school to include a process for teachers to handle minor and major infractions in the classroom setting (see Appendix K for the student handbook).
- Teach appropriate behaviors and foster responsible decision-making skills.

Measurement and evaluation: Administration will use accident and discipline reports and RTI information as the source of measurement for evaluation.

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: Odyssey Charter School will:

- Teach exemplary character traits through the use of Sean Covey's *7 Habits of Highly Effective Teens* and the literature studied in language arts and history classes. 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 both within the school, as well as between the school and the larger community, by using project based learning in projects that will provide positive change in the 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. Odyssey Charter School senior theses will document how the seniors researched community problems and how the seniors organized other students and members of the community to execute plans to improve these problems. Teachers will organize at least one community service project for the student to be involved in per semester in addition to involvement in senior projects.

Measurement and evaluation: This standard and its goals will be measured and evaluated through documentation of senior theses and other community services, and accident and discipline reports.

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: Odyssey Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling.
- Provide many chances for verbal communication through the use of small group work, presentations of projects, and the use of the various performing and fine arts to improve poise as well as verbal, auditory, and visual communication skills.

Measurement and evaluation: This standard and its goals will be measured and evaluated through tracking the number of students involved in performances and fine arts activities, projects, presentations, the grades and other evaluations of these projects.

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 students will be well grounded in the basics such as reading, writing, mathematics, science, social studies, technology, and the arts.

Objectives: Odyssey Charter School will:

- Use the Idaho State Board of Education's content standards and Common Core Standards as a basis for unifying themes and projects.

- Organize projects across several subject areas to create interdisciplinary studies for the students so information will not be taught in isolation.
- Design project based learning to allow Odyssey Charter School students differentiated instruction where the student will have a chance to choose from multiple roles in the projects that can fit with the personality and learning styles of the student.
- Establish school-wide formative assessments that will be given to the students every 3 to 4 weeks to measure student performance, which will identify struggling students for interventions and help the teachers to measure the effectiveness of their teaching strategies. The assessments for the semester will be developed before the semester begins as part of the teacher collaboration and professional development provided before the opening of the school. Teachers will do their own formative assessments on a continual basis.
- Invite experts from various fields to judge student presentations and provide feedback to the students based on the experts' real world experiences.
- Enable students to develop the following intellectual habits important in the work place: ability to adapt to new situations and respond effectively to new information; solve problems; locate and evaluate information from a variety of sources; make flexible connections among various disciplines of thought; think logically, and make informed judgments.
- Enable students to develop the following personal habits important in the work place: ability to accept 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; ability to assume a fair share of the workload; and to work cooperatively with others to reach group consensus.

Measurement and evaluation: This standard and its goals will be measured and evaluated through school-wide formative assessments that will be given to the students every 3 to 4 weeks using AIMS web, a similar program to AIMS web, or teacher-developed assessments; state mandated test scores; and SAT scores.

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 internet access to local and nationwide resources. Also, Odyssey Charter School will provide students with opportunities to prepare them for a knowledge-based, project-style workplace where planning, people skills, and project organization are necessary abilities. These tools will assist students to become lifelong learners

who are prepared to enter the project based work force of the 21st century with a solid foundation of knowledge and skills.

Objectives: Odyssey Charter School will:

- Emphasize the importance of being on time and prepared;
- Provide concurrent enrollment classes for students when appropriate;
- Provide a strong foundation in basic reading, writing, science, and mathematics skills;
- Enable students to develop the following intellectual habits important in the work place: ability to adapt to new situations and respond effectively to new information; solve problems; locate and evaluate information from a variety of sources; make flexible connections among various disciplines of thought; think logically and make informed judgments;
- Provide multiple opportunities to work on individual, small group, and larger group assignments that will develop independence, interdependence, responsibility, project planning skills, and leadership.

Measurement and evaluation: This standard and its goals will be measured and evaluated through academic grades, project related rubrics related to workplace skills, concurrent enrollment offerings and participation rates, and attendance and tardy records.

Standard G. The students are introduced to current technology.

Goal: Provide students with technology and instruction on how to use it. The students will be using tools such as computers, scientific equipment, video production, and networks linked to local and nationwide resources.

Objectives: Odyssey Charter School will:

- Provide technology that enhances communication among students and teachers using 21st-century communication methods. Teachers will have their own web pages where assignments can be accessed, and where videos and other teaching tools can be used. Students will have an online account to prepare their assignments and transmit them to their teachers for grading. Other 21st-century communication tools may include but are not limited to blogging, video production, and podcasting.
- Maintain a computer lab of 25 computers. These computers can be checked out as a group or separately. These will be used for state mandated testing and also for other class work.
- Provide at least 5 computers in each language arts, history, math, and science classroom.

- Provide an interactive white board for each language arts, history, math, and science classroom.
- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication. Computers and mobile computing devices will be available in the classrooms at least on a limited basis. The school will allow students to bring and use their own computing devices.
- Strive to become a “paperless” school, as much as it is practical, in order to mirror the workplace of the 21st century.

Measurement and evaluation: This standard and its goals will be measured and evaluated through the inventory of computers and mobile computing devices, and teachers’ documentation of the frequency of the use of technology in their classrooms. The objective of striving to become “paperless” will be monitored by the amount of paper purchased by the school.

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: Odyssey Charter School will:

- Provide a program of projects that reflects responsible citizenship in a democratic society and an interdependent world. These projects will show the students real world application of what they have learned.
- Enable students to accept responsibility for personal decisions and actions, have respect for differences among people, assume a fair share of the work load, and work cooperatively with others to reach group consensus.

Measurement and evaluation: This standard and its goals will be measured and evaluated through discipline records, and through documentation of projects that help the community.

Textbooks and Curriculum

Odyssey Charter School will align the instruction and other materials to content area curriculum standards and objectives and the Common Core Standards. The evidence of the alignment will be provided to the Commission’s staff during their annual visits to the school. The textbooks will be approved through the textbook adoption process, or a waiver will be obtained for textbooks that have not been approved.

Educational Programs and Services

Provision for educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug-Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be based on need. Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc., will be provided through either private professionals or in conjunction with a local school district.

Improvement of Student Learning

Multiple learning opportunities will be afforded to Odyssey Charter School students. Some will be familiar to the students, others will be innovative, but all will strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups will apply knowledge they have acquired, and practice new skills, by tackling both real world problems and simulated problems to model those that could be found in the work world. For example, the school's requirement for students to perform community service as part of their senior theses informs students about the needs of our community, and also encourages them as a group to decide which needs they can reasonably address, plan an approach for addressing them, implement the plan, and evaluate the result. Team collaboration on assignments will provide an opportunity for learners to become educators, and it will reinforce their own knowledge and mastery of new skills through presentation of their own work and through working in groups. Projects will include requirements for both individual effort and group collaboration, to ensure mastery of basic content and interactive skills.

Odyssey Charter School's learning program is built on the belief that all children can learn, but it is understood that all students do not learn in the same way or at the same rate, and they do not all acquire knowledge from the same sources. Odyssey Charter School recognizes that children are variously gifted and that they may excel at different levels in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven aspects of learning will be examined and encouraged through project based instruction.

Odyssey Charter School will implement project based learning to explore and improve the community, and will encourage learners to take responsibility for their own learning. Through the use of project based learning, Odyssey Charter School will ensure that children are not penalized for the rate at which they learn. The faster learner will be continuously presented with new challenges, while the slower learner will benefit from extra adult help, multiple methods of teaching, and multiple environments. Project based learning is flexible and able to accommodate the individuality of learners.

Odyssey Charter School recognizes that children do not develop character in a vacuum, and that the development of character and social skills are necessary to succeed in the workplace

and in life. Project based learning requires that students work together to design, plan, execute, and document their projects; therefore, character development and social skills are very important in our school. Our plan for character education includes the use of Sean Covey's *7 Habits of Highly Effective Teens*. Odyssey will employ staff who model essential traits of good character. Leadership and character development lessons will be incorporated in all the classes through small and large group projects, project based community service, and leadership discussions of characters and historical figures and the decisions they made. The staff at Odyssey Charter School will ensure a safe, kind environment, allowing students to acquire essential information and attitudes that will help them lead productive lives.

Graduation Requirements

Graduation requirements will be aligned with all applicable laws and regulations promulgated by the Idaho State Department of Education. Odyssey will meet or exceed these requirements. Odyssey will use the semester system for classes. The graduation requirements are outlined below and are also included in the Odyssey Charter School Student Handbook (Appendix K).

| Core Area | Graduation Requirement |
|---|---|
| Core of Instruction | 30 credits |
| Electives | 17 credits |
| Total credits | 46 credits (minimum) |
| Language Arts <i>English: 8 credits; and Speech: 1 credit</i> | 9 credits <i>Speech credit will be integrated into the English classes through the presentations of the projects. Students who transfer to Odyssey will need to have 4 language arts credits at Odyssey or take a speech class off campus or online.</i> |
| Mathematics | 6 credits <i>Including Algebra I and Geometry standards. 2 credits must be taken in the last year of high school</i> |
| Science | 6 credits <i>4 lab</i> |
| Social Studies <i>US History, Economics, and American Government</i> | 5 credits |
| Humanities <i>Interdisciplinary Humanities, Fine Arts, or Foreign Language</i> | 2 credits |
| Health | 1 credit |

| Core Area | Graduation Requirement |
|---|--|
| Senior Project <i>Focusing on Community Service Leadership</i> | 1 credit <i>See description below</i> |
| Post Secondary Readiness Plan | 4-year Learning Plan at the end of 8th Grade |
| College Entrance Exam | Take either ACT, SAT, or Compass exam by the end of the 11 th grade. |
| State Mandated Test | Pass the state mandated test with a score of Proficient or Advanced in Reading and Math, Language Usage, and Science |

Advanced Opportunity

Odyssey Charter School will offer concurrent credit classes, advanced placement classes, or both, for its students. Concurrent credit can also be earned through the Idaho Digital Learning Academy (IDLA). Concurrent classes may be taught on Odyssey's campus, at a local college or university, or online. The costs of concurrent classes will be the responsibility of the family of the students taking the classes. Odyssey will provide the opportunity for online distance learning classes as well as traditional classes. See Appendix P for possible providers and arrangements with Idaho State University and Connections Academy.

Project based Learning and Community Service

Odyssey will incorporate project based learning into the classwork, and the projects will often have a community service focus. Thus, community service is integrated into Odyssey's classes instead of being a separate class or requirement, with the exception of the Senior Project.

Senior Project / Community Service Leadership

Senior projects will be the culmination of all the skills the student has learned at Odyssey Charter School and will require the student to act in a leadership role with the guidance of a teacher. The project will be based on improving the community in some way and will include organizing other people—students and others—to accomplish this project. The project will require strong academics as well as managerial and organizational skills. The project will include the following:

- Research a community need
- Plan a project to meet that need
- Organize people to help with the project
- Write a report of the project
- Present an oral presentation of the project to a panel of teachers and others.

Accommodations/Alternate Graduation Requirements

Alternatives to specific course requirements, excluding those identified in IDAPA Rule 08.02.03.105, may be approved by the Principal or designee. Students who are eligible for services under the Individuals with Disabilities Education Act (IDEA) may graduate under alternate graduation requirements outlined on their Individual Education Plan (IEP) as determined by an IEP team.

Proficiency

Students must pass the state mandated test, or pass a comparative assessment approved by the Board of Directors. In addition, each student receiving special education services will have included, in his or her IEP, a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either No. 1 or No. 2 above.

Transfer Students

In order to receive a diploma from Odyssey Charter School, the students must attend Odyssey Charter School for that student's senior year or have moved with his/her family from out of the area after the beginning of the second semester of the senior year. All credits applied toward graduation must have been earned from accredited institutions. In the case of home schooled or students transferring in from non-accredited schools, Odyssey staff will evaluate the credits and decide to accept or reject these credits. The policy regarding accepting home schooled or private school credits will be in place before Odyssey's first lottery.

Early Graduation

Any high school student who completes the number of credits required for graduation prior to finishing the eight semesters of high school work may petition the Board of Directors for early graduation, providing he/she has the endorsement of the Principal.

How Special Education and Other Special Needs Will Be Met

Idaho Code § 33-5205(3)(q)

Odyssey Charter School will serve all children including special education, Gifted and Talented, and LEP (Limited English Proficient) students. Odyssey Charter School will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding special needs students.

Odyssey Charter School will adhere to the *Idaho Special Education Manual* and will adopt and implement appropriate 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 Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

See Appendix R Adapting Project based Learning for Inclusive Classrooms for examples and details.

Special Education Services

Odyssey Charter School will plan and budget to provide personnel, physical facilities, funding, and contractual arrangements to ensure that Odyssey students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2013–2014 school year. To meet these expectations, Odyssey Charter School will conduct a yearly Child Find activity. Odyssey will follow a three-step process, as outlined in the Idaho Special Education Manual, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. The school shall ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, and in registration materials.
3. Odyssey will identify students who may qualify as special needs, and an evaluation team, which includes educators and the parent and/or adult student, will review the information from multiple sources. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

If a student is found to be eligible for special education services, Odyssey Charter School will form a multidisciplinary team to consider a student's eligibility for special education. The team will meet at least twice a month. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider.

Individual Education Plans

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 pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a licensed provider, with a para-educator used to support the licensed provider as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

For more information on how project based learning can be adapted for students of various abilities, please refer to Appendix R.

The continuum of settings and services include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. Odyssey Charter School may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the event that the IEP team determines that the student's academic needs cannot be met on site, Odyssey Charter School will contract with other agencies to provide those services. OSC will continue to monitor the student's progress.

For all special education students, Odyssey Charter School will develop, review, and revise IEPs in accordance with state and federal laws. Odyssey Charter School will implement the IDEA 2004 discipline procedures and assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. Odyssey Charter School will ensure access to charter school programs, as required by the ADA. Odyssey's building plan may include the actual location of students within the classrooms, and settings within the classrooms, to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Odyssey Charter School will include a comprehensive professional development plan for the training needs of special education personnel, as well as for general education teachers, in order to meet the needs of students with disabilities who are enrolled in the charter school. This will be done as a group or with an individual teacher, depending on the needs of the students in a particular teacher's class load. Special education professional development will be provided by the special education teacher.

Odyssey Charter School uses scientifically research-based curricula when working with students with disabilities who need supplemental or replacement curricula.

Nondiscriminatory Enrollment Procedures

Odyssey Charter School will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for disabled students who have the opportunity to meet the minimum federally-established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of Odyssey Charter School and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

Odyssey Charter School will provide special education and related services to eligible Odyssey Charter School students in the Least Restrictive Environment (LRE), educating disabled students with non-disabled students to the maximum extent appropriate. This will be in accordance with the *Idaho Special Education Manual, PL94-142*, and as identified on each student's IEP. In many cases, the LRE will be specified as Odyssey Charter School. In other cases, the LRE might be an alternative site, depending on the needs of each student. Odyssey Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At-risk students will be monitored and assessed using the Response to Intervention model, and will be placed as needed. Professional service providers will include a psychologist, speech-language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEPs.

LRE decisions are made individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

- **The student's IEP:** The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and the unique needs that result from his or her disability, not on the student's category of disability.
- **Age-Appropriate Peers:** Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- **School of Attendance:** A student with a disability shall be educated in the school as close as possible to the student's home and, unless the IEP requires some other arrangement, the student will be educated in the school he or she would attend if not disabled.
- **Harmful Effects:** Consideration shall be given to any potential current or long-term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
- **Accommodations and/or Adaptations:** A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
- **Participation in Nonacademic and Extracurricular Services and Activities:** A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recesses, field trips,

counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

Dual Enrollment

Idaho Code §§ 33-5205(3)(r) and 33-203(7)

Odyssey Charter School will provide students with a rich and varied cross-curricular educational experience. In the event that students desire to participate in dual enrollment, they will be informed of the dual enrollment options. These options will be explained in the course catalog provided to families for class registration, in the student handbook, and online at Odyssey's website.

Odyssey does not permit part-time enrollment. Dual enrollment will be subject to Idaho Code § 33-203(1).

Gifted and Talented Program

Idaho Code § 33-2003

Odyssey Charter School will meet the needs of the Gifted and Talented (GT) students in the regular classroom. Giftedness can include high performing capabilities in intellectual, creative, leadership, or specific academic areas and require services that are not usually met by the school. The GT program will strive to develop the abilities of the GT students. Odyssey will identify potential GT students, provide various methods to educate them at their academic level, and evaluate both the student and program performance.

The project based learning approach offers the flexibility to adapt projects and the individual responsibilities within the project to the unique needs and skill levels of the student. See Appendix R for more explanation. Also, a variety of classes at different skill levels will provide additional opportunities for GT students to excel.

The measurement tools listed in Methods for Measuring Student Progress in Tab 4 will be used to evaluate both the GT students and the GT program.

Concurrent enrollment will be another option for students whose skills are beyond the offerings of Odyssey Charter School. Students may enroll in online college classes or attend university classes in the area to meet their educational needs.

Identification

Odyssey Charter School shall identify and provide services to students who demonstrate evidence of high-performing capabilities. Odyssey Charter School utilizes eligibility criteria

developed by the Idaho Department of Education. The identification system aligns with GT rules and regulations as identified by IDAPA Rule 08.02.03.171.

Odyssey Charter School will develop a procedure to identify and screen possible GT students using multiple indicators of giftedness with information obtained through the following methods and sources:

- Quantitative data will be gathered through the use of formal assessment methods. Odyssey will use school grades, state mandated test, PSAT, CLEP, SAT, and ACT as formal assessments. Other tests may be used as well.
- Qualitative data will be gathered through informal assessment methods. Such assessments will include teacher and staff observation and referrals, interviews, and biographical data such as extracurricular and community activities. More qualitative data will be obtained through the interviews with the student, parents, and other adults.

Evaluation

GT student performance will be evaluated using both the quantitative and qualitative methods stated in the Identification section above as well as other methods mentioned in Methods for Measuring Student Progress found in Tab 4. Parent and student feedback will also be used.

These evaluations will be used to evaluate the effectiveness of the GT program for the student and will guide Odyssey to improve the program's effectiveness.

LEP Students

Students who are eligible for the LEP program will participate in the Odyssey LEP program according to state and federal guidelines.

Administration and Evaluation

Odyssey understands that an effective LEP program is the entire school's responsibility and will work to support the needs of the LEP students. Many charter schools in eastern Idaho do not have LEP students, so Odyssey will plan for the eventuality of providing LEP services. This plan is outlined in the Program of Services and Instructional Methods section below. Odyssey will plan for LEP services but not put the plan into effect until the need arises.

In preparation for the enrollment of LEP students, teachers and other employees will be provided with professional development to develop the resources, skills, methodologies, and knowledge to create and to implement an effective LEP program. The training will be of sufficient intensity and duration to create lasting improvement.

Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking, availability of resources,

staff training, viable sources of assistance, performance of students, and compliance with state and federal policies. The program will be revised as necessary.

Identification

Odyssey Charter School will use the federal definition of Limited English Proficiency as defined in Title III and IX of the ESEA. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, or other materials provided in the future by the Idaho State Department of Education, will be used for identifying Special Education LEP students.

Registration cards will ask what is the primary language spoken in the home. If a response is any language other than English, a survey will go home to the parents. Native American students will be asked if the student's language is influenced by a tribal language through a parent, grandparent, relative, or guardian.

Students for whom English is a second language will be assessed using the LEP placement test. The state's eligibility criteria will be used to develop a Home Language Survey in order to identify the Primary Home Language Other Than English (PHLOTE) students.

If the parent survey comes back indicating that a student may be Limited English Proficient (LEP), they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.

If the student tests less than proficient on an English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.

Those students whose parents waive the services are coded ELL-W and will still take the annual IELEA test until they are proficient. They are still LEP students and will be served according to their needs.

Program of Services and Instructional Methods

If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of high quality, scientifically-based language instruction determined by the LEA (Section 3115(c)(1)). Those students placed in the program will be counted for state and federal funding. Idaho LEP program guidance will be used to support the needs of LEP students.

Odyssey Charter School will meet the linguistic, academic, and cultural needs of LEP students in a number of ways. Odyssey will integrate LEP students into the regular classrooms as much as possible and provide part-time pull out classes if the students need it. Teachers and para-professionals will be trained to work with LEP students as part of the school's ongoing

professional development using state-sponsored webinars and other sources. Also, Odyssey will prepare a list of content area curricula that can be purchased and used for future LEP students.

LEP services such as testing, ELL teachers, and interpreters may be provided on-site or contracted out. If Odyssey is unable to hire or contract with an ELL teacher when the need arises, the Principal will be responsible for arranging training of teachers and para-professionals. The principal will also oversee the implementation of the LEP program. Odyssey will have a curricula list, materials list, and teacher training prepared before Odyssey opens.

The flexibility of project based learning lends itself to the needs of the LEP student. Because the Project Based Learning Model is effective in providing support and intervention for students with a variety of needs, the Odyssey LEP program will allow students to participate in the core curriculum as much as possible. Project based learning provides many opportunities for the student to develop both academic and social English by incorporating various instructional strategies such as think-pair-share, corners, panel discussions/debate, language immersion, and especially cooperative learning.

Monitoring of Students

The Idaho English Language Assessment (IELA) or other state provided standard test will be used to assess English proficiency as well as monitor LEP progress. State and federally mandated testing of LEP students will be administered. Additionally, all students (including LEP) will be given formative assessments every 3 to 4 weeks to measure student academic performance.

State mandated test scores will also be used to measure academic performance. The ENL teacher will regularly confer with the classroom teachers to monitor the progress of the LEP students and may assess the LEP student's progress as frequently as needed. Changes in the student's ELPs will be made as needed to ensure the interventions are appropriate. Students who meet state-recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the state mandated test and will still count for state and federal funding purposes.

Other Special Needs Student Services

Because Gifted and/or Talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided appropriate educational experiences, and educators will strive to meet their needs in the regular classroom as well as in special classes, seminars, or workshops. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams, and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

Those students not reading at grade level or computing math at grade level will be identified and receive a variety of services including Special Education, Title I (if funded), tutoring by volunteers, and the opportunity (with parental support) to attend appropriate summer or after-school programs.

Tab 4: Assessment of Student Educational Progress

Measurable Student Educational Standards

Idaho Code § 33-5205(3)(b)

Odyssey Charter School will accomplish the following goals:

1. 90% of students at Odyssey Charter School will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading.
2. 80% of students at Odyssey Charter School will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of math.
3. 80% of students at Odyssey Charter School will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of language.
4. Odyssey Charter School's median SGP in the area of reading will be 50 or higher.
5. Odyssey Charter School's median SGP in the area of math will be 50 or higher.
6. Odyssey Charter School's median SGP in the area of language will be 50 or higher.
7. In 2016 and afterwards, Odyssey Charter School will have at least a 90% on time (within 4 years) graduation rate.
8. In 2016 and afterwards, Odyssey Charter School will receive at least 4 out of 5 points in the Advanced Opportunity category on the Star Rating System.

Methods for Measuring Student Progress

Idaho Code § 33-5205(3)(c)

Data from the Star Rating System will be used to measure student progress in meeting the Measurable Student Education Standards listed above. Odyssey will also use a variety of the following methods to measure student progress: AIMS web or similar program's records; RTI records; teacher-created formative and summative tests; projects and presentations; the Idaho Standards Achievement Test or other state mandated test; the Idaho Alternative Assessment (IAA) when applicable; the National Assessment of Educational Progress (NEAP), if selected, the ACT, Accuplacer, and SAT tests.

Provisions by which Students Will Receive Standardized Testing

Idaho Code § 33-5205(3)(d)

Under the direction of the School Test Coordinator, the following standardized tests will be conducted in strict accordance with, and at the specified intervals mandated by, the State of Idaho, the Idaho Standards Achievement Test for grades 6 through 10. Testing will begin early in the testing window. The Coordinator will reschedule testing for students who have not been tested. Additionally, Odyssey will administer any and all required state ~~other~~ assessments according to SDE protocols.

Accreditation

Idaho Code §§ 33-5205(3)(e) and 33-5210(4)(b)

Before opening its doors, Odyssey Charter School will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA Rule 08.02.02.140. In compliance with Idaho State Board of Education Rules, Odyssey Charter School will complete the accreditation process outlined below.

- Odyssey will apply for its readiness visit before May 1, 2014, so that the visit can take place after the school has begun operation. Odyssey will complete the readiness checklist before the readiness visit.
- After the readiness visit, Odyssey will be in candidacy status. Odyssey will then complete the self-assessment and survey of the school's stakeholders.
- Odyssey will then complete its full external review during the 2014-15 school year.
- Odyssey will then attempt to be deemed fully accredited by the Northwest Accreditation Commission, a Division of AdvancED, before Odyssey performs its first graduation in the spring of 2016—three school years after the initial opening of Odyssey. Since Odyssey starts in 2013-14 with sophomores, the school will have sufficient time to complete the accreditation process before this class reaches graduation.
- Additionally, the school will develop a five-year strategic plan focused on the improvement of student performance as outlined by Northwest Accreditation Commission, a Division of AdvancED. This will begin the repeating five year cycle of re-accreditation in which Odyssey will be continually involved.

The strategic plan will be monitored by a review team established by the school's administration and Board of Directors. This team will be empowered to recommend revision of goals as necessary and will provide regular reports on implementation of the plan to the Board of Directors.

Accreditation reports outlining the attainment of standards will be submitted, as requested, to both the Public Charter School Commission and the Idaho State Accreditation Committee.

School Improvement

Odyssey Charter School is committed to being a school where student success is the top priority.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System by receiving a one, two or three Star Rating, Odyssey Charter School will develop a plan that will focus on improving school and staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of Odyssey Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will subject all School-level Improvement, Continuous, Rapid, and Turnaround Plans to a documented, meaningful, and thorough review process prior to providing approval. If applicable, it will show that it has partnered with any schools in Turnaround planning to ensure a successful plan for alternative governance. The Board will oversee the development of the District Improvement Plan and will assure that the goals of the plan represent the goals of the Board of Directors.

The Parent Action Committee (PAC) will also work with the Board of Directors on school improvement.

If Odyssey receives either four or five stars, no action is required. If Odyssey receives a score of two stars or less, Odyssey will follow the procedures outlined below.

School Turnaround Plan

If Odyssey receives a rating of One Star and needs to develop a Turnaround Plan, Odyssey will write a Turnaround Plan using the state's WISE Tool. The Turnaround Plan will describe Odyssey's plan to:

- examine academic performance data on a regular basis to formulate plans for school improvement and the areas for additional professional development
- create a more supportive learning environment to improve discipline and safety and to address the social, emotional, and health needs of the students
- provide ways to engage the family and community in the school improvement process.

Odyssey will execute the following steps.

The SDE's team will conduct an Instructional Core Visit. Then, the Public Charter School Commission, Odyssey's staff, and Odyssey's Board will work with stake holders to create a Turnaround Plan that will ensure the necessary improvements are made using one the following Turnaround Plan options:

- Transformation Model: Critical areas for transforming low-achieving schools include developing teacher and principal leader effectiveness (it can include replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
- Staffing Turnaround Model: Given that charter schools already have this flexibility, the data will be analyzed to determine what aspects of the school structure needs to be changed and what research based methods could be implemented to solve those problems. This model includes the following possibilities:
 - Reviewing the performance of the current principal and possibly replacing the principal unless it can be demonstrated that the principal has a history of improving achievement and has the ability to lead the turnaround effort;
 - Making changes in scheduling, curriculum, budget, and staffing which can include rehiring up to 50 percent of teachers, and only retaining those teachers who have been determined to be effective;
 - Implementing researched based practices and programs that are reflective of the data gathered about the deficiencies and needs of the school;
 - Adoption of a new governance structure. That change may require amendments to the bylaws and the charter;
 - The Board will take on the requirements of the district and will create a team that will use the WISE Tool requirements, which are District Support of Turnaround School, WISE Tool indicators, and District Support of Turnaround School Supplemental plan. The Board will submit the District Support of Turnaround Schools compliance checklist and submit a signed set of Assurance Pages.
- Governance Partnership Model: Odyssey will partnership with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
 - Agreeing to utilize services provided directly to the school in lieu of a state takeover, in which a diagnostic review is conducted and services are tailored specifically to the content of the school;
 - Purchasing the services of a lead turnaround partner, who will utilize research-based strategies and have a proven record of success with similar schools, and who shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan;

- School Closure Model: The Commission would revoke the charter and Odyssey would follow the termination plan outlined in Tab 10.

Odyssey will use the WISE Tool to create its Turnaround Plan. The WISE Tool requires that One and Two Star schools participate in the statewide system of support services, provide family and student support options like supplemental tutoring services, provide notification of school choice available in the area, maintain a professional development set-aside of 10 percent of school Title I funding allocation, and conform with state funding alignment requirements by providing a plan that describes how the funds are aligned to create student improvement.

The Odyssey Charter School Board of Directors will assume the responsibilities that are normally handled by the school district. Therefore, the Board will complete the following WISE Tool Requirements:

1. The Board will complete the District Support of Turnaround Schools WISE Tool Indicators that are listed below:
 - The Board will ensure that the chosen Turnaround Model option reflects the unique strengths and weaknesses of the school;
 - The Board will review the capacity of the principal to implement the turnaround plan and decide if the existing principal is competent to lead the turnaround effort or whether the principal needs to be replaced;
 - The Board will ensure that the school leadership team is in place and meet regularly to make decisions required to implement the turnaround plan;
 - The Board will align professional development with the identified needs based on staff evaluations, student performance, and other pertinent data;
 - The Board will review the quality of all staff members in the school required to implement the turnaround plan and retain only those who have the ability to support the turnaround plan;
2. The Board will allocate resources required by the turnaround plan.
3. District Support of Turnaround Schools Supplemental Plan. This will include:
 - Selection of one of the Turnaround model options;

- Rational of the Turnaround Model selected.

The Board will submit the District Support of Turnaround Schools compliance checklist.

The Board will submit one set of signed Assurance Pages assuring for all required district and school plans to the State. All School Turnaround Plans will be reviewed by the State.

The Board will execute the following District Support of Turnaround Schools Plan Compliance Checklist:

- A comprehensive data analysis identifying areas of strengths and concerns of the school. This is an internal process that will be used to support and guide the Turnaround Planning process;
- Assess the plan for all 8 “District Preparation for Turnaround Schools” indicators within the Turnaround Schools Plan;
- Approve the School Turnaround Plan and assure alignment to the District Support of School Turnaround Plans;
- Complete the District Support of Turnaround Schools Plan. Submit this plan.
- Complete and submit the District Support of Turnaround Schools Supplemental Plan. Submit this plan;
- Submit a copy of the District Support of Turnaround Schools Compliance Checklist.

Odyssey understands that it will continue to be a One Star School for at least three years unless it meets the exit criteria of attaining at least a Three Star rating for two consecutive years.

Rapid Improvement Plan

In the event that Odyssey receives a rating of Two Stars, Odyssey and its Board will execute the following steps:

1. Odyssey improvement teams assess, create plans for, and monitor the implementation of the required indicators in the WISE Tool.
2. School improvement teams submit the Rapid Improvement requirements to the district for review.
3. The Board review committee reviews the plan and provides feedback to the school improvement team.
4. If needed, appropriate changes are made to the plan and resubmitted to the Board until approved.

5. Upon Board approval, the school will submit the following to the State Department:
 - a. Ways to Improve School Effectiveness (WISE) Indicators
 - b. Rapid Improvement Plan Compliance Checklist
 - c. District approved Rapid Improvement Plan Scoring Rubric.

6. The Board will submit one set of signed Assurance Pages assuring for all required district and school plans to the ISDE by March 1, 2013. All Rapid Improvement Plans will be reviewed by the ISDE.

Odyssey will submit the plan to the Board for review upon completion. Afterwards, the board will execute the Rapid Improvement Plan Compliance Checklist by doing the following.

- After approval of the plan, the Board will submit applicable requirements on the WISE Tool Dashboard.
- Submit a copy of this checklist.
- Submit a copy of the Rapid Improvement Plan Scoring Rubric showing district approval.

Odyssey understands that it will continue to be a Two Star School for at least three years unless it meets the exit criteria of attaining at least a Three Star rating for two consecutive years.

Timeline for Implementation of the Improvement Process

The following chart shows the improvement process for those schools that require school improvement based on the Star Rating.

| School Requirements | Board of Directors' Requirements in cooperation with the Public Charter School Commission | School Requirements | Board of Directors' Requirements in cooperation with the Public Charter School Commission |
|--|--|--|--|
| Odyssey's stakeholders will engage in a yearly circular process of school improvement, encompassing student assessment, program planning and design, implementation, evaluation, and revision. | | Odyssey's stakeholders will engage in a yearly circular process of school improvement, encompassing student assessment, program planning and design, implementation, evaluation, and revision. | |
| Year after One Star Rating was received | | Year after One Star Rating was Received | |
| Turnaround Plan Year 1 | | Rapid Improvement Plan Year 1 | |

| | | | |
|---|---|---|--|
| <p>Prepare Continuous Improvement and other state requirements</p> <p>Staff incorporates suggestions of the Board and the Commission in the plan</p> <p>Submit Continuous Improvement Plan and other state requirements</p> | <p>Review the Continuous Improvement Plan before it is submitted to the State and make suggestions</p> <p>Submit district state requirements.</p> | <p>Prepare Continuous Improvement and other state requirements</p> <p>Staff incorporates suggestions of the Board and the Commission in the plan</p> <p>Submit the Continuous Improvement Plan and other state requirements</p> | <p>Review the Continuous Improvement Plan before it is submitted to the State and make suggestions</p> <p>Submit district state requirements</p> |
|---|---|---|--|

| Turnaround Plan Year 2 | | Rapid Improvement Plan Year 2 | |
|--|--|--|---|
| <p>Participate in the Instructional Core Focus Visit</p> <p>Provide School Choice</p> <p>Provide Supplemental Tutoring Services</p> <p>Prepare the school level Turnaround Plan and other required materials in cooperation with the</p> | <p>Participate in the Instructional Core Focus Visit</p> <p>Sign up both the board and the school in the appropriate technical assistance programs</p> <p>Chose a Turnaround Option</p> <p>Prepare the Turnaround Plan based on the Turnaround Option chosen</p> | <p>Participate in the Instructional Core Focus Visit</p> <p>Provide School Choice</p> <p>Provide Supplemental Tutoring Services</p> <p>Prepare the school level Rapid Improvement Plan and other required materials in cooperation</p> | <p>Participate in the Instructional Core Focus Visit</p> <p>Sign up both the board and the school in the appropriate technical assistance programs</p> <p>Oversee the development of the Rapid Improvement Plan</p> <p>Review the Rapid Improvement Plan and make</p> |

| | | | |
|--|--|---|------------------------------------|
| Board | Review the Turnaround Plan and make suggestions | Incorporate suggestions from the Board and Commission | suggestions |
| Incorporate suggestions from the Board and Commission | Approve the Turnaround Plan | Submit the Rapid Improvement Plan and other required materials to the State | Approve the Rapid Improvement Plan |
| Submit the Turnaround Plan and other required materials to the State | Submit the District Support of Turnaround Schools compliance checklist. | | Submit district state requirements |
| | Submit one set of signed Assurance Pages for all required district and school plans. | | |

| Turnaround Plan Year 3 | | Rapid Improvement Plan Year 3 | |
|---|--|---|---|
| Continue implementing the Turnaround Plan and other state requirements. | Provide ongoing support and monitoring of the Turnaround Plan and other state requirements | Continue implementing the Rapid Improvement Plan and other state requirements. | Provide ongoing support and monitoring of the Rapid Improvement Plan and other state requirements |
| Prepare updates and revisions to the Turnaround Plan | Review updates and revisions to the Turnaround Plan and other state requirements | Prepare updates and revisions to the Rapid Improvement Plan | Review updates and revisions to the Rapid Improvement Plan and other state requirements |
| Submit updates and | Approve the Turnaround Plan and other requirements | Submit updates and revisions to the Rapid Improvement Plan and other state requirements | Submit district state requirements |
| | Submit district state | | |

| | | | |
|---|---------------------|--|--|
| <p>revisions to the Turnaround Plan and other state requirements</p> <p>Note: Odyssey may exit the Turnaround Plan if it receives a Star Rating of Three Stars or higher for two consecutive years.</p> | <p>requirements</p> | <p>Note: Odyssey may exit the Turnaround Plan if it receives a Star Rating of Three Stars or higher for two consecutive years.</p> | |
|---|---------------------|--|--|

| Turnaround Plan Year 4 | | Rapid Improvement Plan Year 4 | |
|---|---|---|--|
| (There are no responsibilities required of the school at this point.) | The State will intervene if the school has not achieved the exit criteria of two consecutive years at a Three Star Rating or higher by the end of the Turnaround Plan. The State will intervene according to the context and leadership capacity of the Board of Directors. | (There are no responsibilities required of the school at this point.) | The State will intervene at this point if Odyssey has not met the exit criteria of Three Stars or above for two consecutive years. |

Odyssey will modify the School Improvement Plan as it is needed to comply with any new or existing requirements of the Star Rating System or to comply with a new state mandated school improvement program that may come in the future.

Tab 5: Governance Structure

Idaho Code § 33-5205(3)(f)

Governance Structure

Odyssey Charter School, Inc., will be a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Odyssey Charter School's board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors meetings will follow the open meetings law and public records law. The secretary of Board of Directors will keep accurate minutes of the meetings 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 has served for at least 9 months on the founders committee and has worked at least 100 hours on outside projects. The time on the founders committee and the hours on outside projects must be performed before the opening of the school. The Board of Directors of Odyssey Charter School will vote after the opening of the school to identify qualified founders based on the criteria above.

The founders will have no authority in the administration or governing of the school. Their only reward for being a founder will be that their children will be considered children of the founders at the time of the enrollment lottery.

Board of Directors

The Board of Directors has three main responsibilities.

1. The board is responsible for policymaking for Odyssey Charter School. It develops and refines its policy manual using ISBA materials. It approves the budget, develops long and short term goals, establishes educational objectives and performance indicators, and approves curricular frameworks and student education standards.
2. The board provides administrative oversight for the operation of Odyssey and is ultimately accountable for all aspects of its operation. This includes fiscal oversight. The board administers through establishing policy. The board is not responsible for the day-to-day operation of Odyssey. The board answers to the Public Charter School Commission, its authorizer, for the operation of Odyssey Charter School.

3. The board provides leadership and represents the interests of the stakeholders of Odyssey Charter School. It selects the Principal of the school and approves personnel decisions. It serves as a forum for stakeholder input, soliciting input and balancing the desires of various shareholders.

Odyssey's Board of Directors will also have such duties and powers as are set forth in the Articles of Incorporation and the school's By-Laws.

Recruiting Highly Qualified Board Members

Odyssey will seek to recruit parents of students enrolled in the school and others in the community who are highly qualified to be on the Board. The Board will seek prospective members who have training and demonstrated experience in accounting, law (preferably educational law), education (preferably project based learning), publicity, and business. Board members with experience in real estate, construction, and advertising will also be sought. Recruitment notices that detail the qualifications and experience required will be sent out through e-mail to the students' parents and others on the school's e-mail list. They will also be posted on the school's website, and sent out to the Board members' personal and professional associates. The staff of the school will also be notified of the need for Board members with certain skills sets. Odyssey will request the help of its faculty in finding highly qualified candidates.

See Appendix Q for details regarding Odyssey's Board Training Program.

Initial Terms

Board Members elected or appointed in the first year of incorporation shall serve terms as follows:

- Initial Class A: 2 years
- Class B: 4 years
- Subsequent Class A: 4 years

Initial Formation

The Board of Directors of Odyssey Charter School will consist of five to seven members.

A state of Idaho criminal background check on the Board of Directors will be conducted prior to the opening of the school and on each future board member.

Selection and Replacement

Biennial elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

Powers and Limitations

Odyssey Charter School will be a legally and operationally independent entity governed by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school. Odyssey Charter School acknowledges that, upon approval of the petition and the contract, the school's Board of Directors will be public agents required to control the charter school. Odyssey Charter School commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying such laws and regulations and complying with them.

The Board of Directors will be responsible for the selection of the school Principal, who may not be one of its members. Odyssey Charter School will not contractually bind the Idaho Public Charter School Commission in a contract with any third party.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to the Odyssey Charter School administration will be as follows:

Principal

The Principal will work under the direction of the Board of Directors and 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:

- implementing the vision and mission of the school
- providing instructional materials and supplies
- allocating resources
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment

- implementing professional development
- Hiring and supervising of ancillary support personnel including clerical and custodial
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- supervising budget and financial records
- supplying annual reports to the Idaho Public Charter School Commission
- managing the day-to-day operations
- executing the policies of the board
- acting as an intermediary between the Board of Directors and the stakeholders
- communicating to the board Odyssey's performance
- making recommendations to the board issues facing the school
- supervising student scheduling
- administering the lunch program

Administrative Assistant

The administrative assistant will work under the direction of the Principal. The Administrative Assistant's responsibilities will include, but are not limited to the following:

- Student enrollment and records
- Attendance
- State reports concerning students, faculty, and staff
- Parent and public relations

Business Manager

The Business Manager will work under the direction of the Principal. The Business Manager's responsibilities include, but are not limited to the following:

- Financial records
- Ordering and receiving
- State reports concerning finances
- Payroll

Standing Committees and Ancillary Support Personnel

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Action Committee (PAC), fund raising, and the like.

Process to Ensure Parental Involvement

The Board of Directors of Odyssey Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Parent Action Committee (PAC) will also work with the Board of Directors on school improvement. Parents of students who attend Odyssey Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children’s personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will provide information necessary to ensure proper placement of students.
2. Parents will receive a student/parent handbook at registration.
3. Parents will be encouraged to attend all parent teacher conferences.
4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child’s response to classroom atmosphere, and parents’ perception of learning environment.
5. Parents will be encouraged to be involved in the Parent Action Committee and to volunteer for school projects, programs, committees, and to work specifically with students who are challenged academically.
6. Parents will be encouraged to provide an appropriate learning environment at home for study.
7. Parents will be encouraged to volunteer as tutors and assist in other ways as need dictates.

Complaint Process

Odyssey Charter School's procedures for a complaint process for parents/guardians and the public will be developed as part of the tasks in the pre-opening timeline in Tab 10. The ultimate authority in any complaint process will reside with the Board of Directors of Odyssey Charter School. All complains will be forwarded to the Public Charter School Commission as required by administrative rule.

Crisis/Emergency Policies

Odyssey Charter School will develop policies for various crisis and emergency situations. This development is part of the timeline in Tab 10.

Public Access

Odyssey Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local traditional public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the bylaws.

Annual Financial and Programmatic Operations Audits

An annual financial audit and programmatic operations audit will be conducted during each fiscal year. Odyssey Charter School will annually submit to the Public Charter School Commission an annual report containing the fiscal audit, the programmatic audit, a report on student progress, and a copy of the school's accreditation report. Audits and reports will be conducted as mandated by state requirements as outlined in:

- I.C. § 33-5205(3)(k)
- I.C. § 33-5206(7)
- I.C. § 33-701(5-10)
- IDAPA Rule 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA Rule 08.03.01.301.12, Rules of the Public Charter School Commission

Tab 6: Employees of the Charter School

Employee Qualifications

Idaho Code §§ 33-5204A (1), 33-5205(3)(g), and 33-5210(4)(a)

Odyssey Charter School's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be certified teachers as required by Idaho Code § 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it or Odyssey will obtain waivers for teachers who are not highly qualified. This will include Special Education teachers. Teachers for grades 6, 7, and 8 will have either elementary or secondary certificates and will have the proper endorsements for the subjects they teach. Teachers for grades 9 through 12 will have secondary education certificates and will hold the proper endorsements for the subjects they teach.

Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Odyssey Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code § 33-5204A(1).

Odyssey 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.

The Principal will make recommendations to the Board of Directors for approval of the instructional staff. The Principal and the board must agree on the hiring decisions for them to be final.

Health and Safety Procedures

Idaho Code § 33-5205(3)(h)

Odyssey Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho State Board of Education Thoroughness Standard A, "A safe environment conducive to learning is provided."

Odyssey Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proof of immunization before being enrolled at the Odyssey Charter School or have an exemption signed by a parent or legal guardian.
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 Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Odyssey Charter School's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receive training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder. Odyssey will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
 - 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-, drug-, alcohol-, and tobacco-free workplace.

Odyssey Charter School will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. See Appendix K Student Handbook.

Policies will be incorporated as appropriate into the staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

Transfer Rights

Idaho Code §§ 33-5205(3)(o)

Odyssey Charter School is its own Local Education Agency (LEA). No employee transfer rights apply between Odyssey Charter School and any other school district.

Employee Benefits and Provisions

Idaho Code § 33-5205(3)(m)

Odyssey Charter School will provide all employees the following programs and benefits: group health insurance, Public Employee Retirement System Insurance (PERSI), federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance as required by law. Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by Idaho Code § 33-1217.

Professional Opportunities

All employees will undergo an annual performance review.

Odyssey recognizes that a successful project based learning program depends in large part upon the talent, skill, and commitment of its educators. In order to achieve its program goals, Odyssey will provide extensive professional opportunities to its teaching staff based on the following guiding principles:

- Hire teachers as early as possible.
- Conduct pre-service training in project based learning and software before school begins, to allow the teachers to prepare interdisciplinary unit studies that culminate in a field application.
- Mentor teachers extensively.
- Hire teachers who will teach students in more than one subject area and teach the students over the span of multiple years, as much as is practical. Elementary endorsed teachers will be able to teach a variety of content areas in the middle school grades.

Secondary teachers with endorsements in specific content areas will work on project based learning in their own content areas and will collaborate with other teachers in other subjects to create and utilize multi-disciplinary projects that span more than one content area.

- Plan for teams of teachers to work cooperatively and provide structured team planning, mentoring, and professional development time. Grade level and subject matter teachers will be provided common planning times and time before or after school to collaborate and coordinate their instruction plans.
- Provide opportunities for teachers to observe and work directly in the classroom with other teachers.

Workshops and Teacher In-Service Days

Initial professional development and mentoring in project based learning will be provided to all of Odyssey's teachers and administrators by the Buck Institute for Education in a three day workshop prior to the commencement of the school year. Buck Institute for Education will provide two follow up workshops during the school year. The first follow up workshop will be in or around January and the next will be in or around April. Ongoing professional development is scheduled and budgeted for in the first four years of operation. See Appendix V for more details.

Buck Institute for Education will provide continuing mentoring as part of their arrangement with Odyssey. The mentoring will be delivered through Edmodo, an online teaching platform similar to Moodle. Buck also provides forums and biweekly webinars to workshop participants for continuing support. See Buck Institute for Education's table of professional development found in Appendix X.

After Odyssey has opened and has trained a group of teachers in project based education, peer mentoring will also be implemented by utilizing experienced Odyssey teachers to mentor new Odyssey teachers.

Prior to opening, Odyssey will also provide professional development workshops in *It's About Time* science curriculum and *College Preparatory Mathematics*. These programs both emphasize project based learning, and will complement the Buck Institute for Education's workshops, as well as help the teachers better prepare to use these curricula.

In addition to receiving project based training from the Buck Institute and curricula training in specific subjects, professional development days will be provided to Odyssey's teachers at the beginning of each school year and periodically throughout the year in order to allow teachers to create project materials and to coordinate efforts in multidisciplinary projects under the direction

of the Principal. Mentoring will also be provided from professional mentors specializing in project based learning, other teachers who are knowledgeable and experienced in project based learning techniques, or both. All teacher in-service days will be determined by the Principal prior to the start of school and will be included in the calendar for each academic year.

See Appendix V Professional Development for more details.

Resources for Professional Development

In addition to the scheduled professional development outlined in Appendix V, a substantial amount of professional development resources is available online, either for free or at a discounted cost. For example, the Buck Institute for Education provides 18 free forms, handouts, rubrics, and other downloads on their site. They also provide links to other project libraries from many different organizations, including High Tech High, and project based tutorials from *PBL-Online.org*, *Project Based Learning in Hand*, *Apple's Challenge Based Learning*, *Edutopia: How to Plan a Project*, *Intel: Project-Based Approaches Online*, and *Project Based Learning Space* by Houghton Mifflin.

Buck Institute for Education's website has a library of over four hundred and forty projects indexed by 17 sources, and 10 subjects that can be downloaded free of charge. Buck also provides a free online, password-protected, Project Planner to registered users. Registration is free. Edutopia provides approximately 200 online articles and videos on project based learning, as well as large amounts of materials on comprehensive assessment, integrated studies, social & emotional learning, and technology integration. Another source of online professional development is College Preparatory Mathematics' website. It provides teachers with online explanations of every lesson in their courses. This is free to anyone.

Odyssey will utilize these free, online sources for ongoing professional development to target identified areas that need improvement, and make modifications in those areas. The faculty will be guided through these materials by the Principal or the Principal's appointee in collaboration with the Buck Institute or similar organizations.

One more source of professional development is the Odyssey faculty themselves. Odyssey will use the skills developed by its individual faculty members to improve the teaching quality of the faculty as a whole. Odyssey encourages its educators to personally invest in their own professional development and that of their peers through the research and development of their own unique and innovative methods to improve student learning.

An important part of providing curriculum development and professional opportunities lies in the training the administration and teachers will receive in preparation for teaching project based

learning and using Odyssey's online computer programs. See Appendix V Professional Development for more details.

Odyssey has identified the following texts as potential tools for the training and development of successful educators:

- *The Leader in Me*, by Stephen R. Covey
- *Revisiting Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by Richard DuFour, Robert Baker, and Rebecca DuFour
- *PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project* (Project Based Learning Toolkit Series), by John Larmer, David Ross, John R. Mergendoller PhD.

These materials will be used in the training and professional development of Odyssey's administration and teaching staff.

Collective Bargaining

Idaho Code § 33-5205(3)(p)

Odyssey Charter School's certified staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

Idaho Code § 33-5206(4)

All certificated staff will be required to sign a written contract with Odyssey Charter School. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Background Checks

Idaho Code §§ 33-130 33-512 and 33-5210(4)(d)

All employees, subcontractors, board members, and volunteers who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. Odyssey will pay for background checks for all employees, volunteers and board members.

Assessing Board, Administration, Teacher, and Staff Performance

Evaluation of the Board of Directors

The evaluation of the Board of Directors will take place one month before elections are scheduled. The evaluations will be self-evaluations provided by the ISBA and the Board will be guided through the process by the ISBA. See Appendix S for professional standards and evaluation information.

Evaluation of the Administration

The evaluation of the administration will take place annually before the end of June. See Appendix S for professional standards for administrators.

Evaluation of Teachers and Staff

Teacher and staff performance will be evaluated in accordance with Idaho state law and the State Department of Education policies. Odyssey Charter School will develop an evaluation process based on the Danielson model for teacher evaluation or whatever model the state may mandate in the future. All teacher evaluations will be conducted at least once a year by a certified administrator according to the SDE timeline.

Tab 7: Admission Procedures

Admission and Over-enrollment Procedures

Idaho Code § 33-5205(3)(j)

Odyssey Charter School has identified the following admission procedures:

Odyssey Charter School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled.

Odyssey Charter School will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

Enrollment Capacity Chart

| Year | 6th | 7th | 8th | 9th | 10th | 11th | 12th | Total Capacity by Year |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|-------------------------------|
| 1 st | 50 | 100 | 75 | 50 | 50 | 0 | 0 | 325 |
| 2 nd | 50 | 100 | 100 | 75 | 50 | 50 | 0 | 425 |
| 3 rd | 75 | 100 | 100 | 100 | 75 | 50 | 50 | 550 |
| 4 th | 75 | 100 | 100 | 100 | 100 | 75 | 50 | 600 |
| 5 th | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 700 |

The initial enrollment caps in year 1 reflect that Jefferson Joint School District 251 starts middle school at 6th grade, so Odyssey assumes that many students from that school district will come when they start 6th grade. Other 6th grade students may come to participate in Odyssey programs that are not offered in their elementary schools. Idaho Falls, Bonneville, and Shelley school districts start middle school in the 7th grade. It is assumed that most students will enroll at Odyssey at this grade since it is the time when most students will be changing schools anyway. Smaller numbers in 8th through 12th grades reflect the assumptions that recruiting students in older grades will probably be more difficult and that Idaho Falls Joint School District's Compass Academy will be the choice of some of the high school students in the Idaho Falls School District. Students outside of Idaho Falls School District will not have the option of attending the

magnet school. Please see Tab 2: The Potential Impact to Other Districts for a greater explanation of how Odyssey Charter School and Idaho Falls Joint School District's Compass Academy differ. Please see Appendix L for the latest number of potential students broken down by grade level.

Odyssey Charter School also anticipates that there may be some attrition as students advance to the next grade, since this has been the experience of many other schools. However, Odyssey will guarantee a place in its enrollment numbers for all enrolled students to move up into the next grade. The enrollment caps in the higher grades reflect our commitment to the student body, to allow all enrolled students to move up to the next grade.

Enrollment Deadline

Each year Odyssey Charter School will establish an enrollment. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted at any time for admission for slots remaining open and/or in addition to waiting lists.

Process for Public Notification of Enrollment Opportunities

Idaho Code § 33-5205(3)(s)

Odyssey Charter School will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Odyssey Charter School each year. The information will be posted in highly visible and prominent locations within the attendance area of the public charter school. In addition, Odyssey Charter School will ensure that such process include the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school. Odyssey Charter School will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. 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.

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 Odyssey Charter School. 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 whom the parents desire to enroll in Odyssey Charter School. The written request for admission must be submitted to and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described below, shall be utilized to determine which prospective students will be 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.

Priority of Preferences for Initial Enrollment

Admission preferences as authorized by Idaho Code § 33-5205(3)(j) for initial Odyssey Charter School enrollment of students shall be as follows:

1. To children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. Once the number of founders' applicants reaches the 10% limit, the remaining children of founders will not be included in this category. Once this category is filled, the remaining students will be categorized according to the highest level of preference for which they are otherwise eligible.
2. To siblings of pupils already selected by the lottery
3. To prospective students residing in the primary attendance area
4. To all other students

Priority of Preferences for Subsequent Enrollment Periods

Idaho Code § 33-5205(3)(j)

The selection hierarchy for admission preferences for enrollment of students in subsequent school years shall be as follows:

1. Pupils returning to the public charter school in the second or any subsequent year of operation;
2. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
3. Siblings of pupils already enrolled in the public charter school;
4. Prospective students residing in the attendance area of the school; and
5. All other students.

Attendance List for Lottery

Idaho Code § 33-5205(3)(j)

Each year Odyssey Charter School will create a new attendance list containing the names of all prospective students on whose behalf a written request for admission was received in a timely manner by the public charter school, separated by grade level. Returning students will be automatically included in the attendance list unless the parents or guardians have requested otherwise. The attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders and full-time employees preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for primary attendance area preference. Names shall not be carried over from one year to the next.

Lottery Process

Odyssey will hold a lottery on or before April 30 of each year. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. If the initial capacity of Odyssey Charter School is insufficient to enroll all prospective students, or if capacity is

insufficient to enroll all prospective students in subsequent school years, then Odyssey Charter School will determine the students who will be offered admission by conducting a fair and equitable lottery.

This lottery will be conducted according to IDAPA Rule 08.02.04.203.09.

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Odyssey Charter School in that grade, and shall be offered admission to Odyssey in such grade until all seats for that grade are filled.

All student names who were not selected in the lottery will be listed after the selected students in the order established by the lottery. All openings during the school year will be filled according to the order of this list. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Waiting lists for a given school year shall not roll over to a subsequent school year.

Notification and Acceptance

With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, Odyssey Charter School shall notify the parent, guardian, or other person who submitted a request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer will be followed by enrollment information to be completed by such student's parent or guardian and returned to Odyssey by the date designated in the materials. Notifications will be by phone call, email, or letter.

With respect to a prospective student who is not eligible for admission to Odyssey Charter School, Odyssey will shall notify the parent, guardian, or other person who submitted a request for admission within seven days. The notification will explain that the prospective student is not eligible for admission but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return such offer in a timely manner by the date designated in

such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from Odyssey 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 shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

Public School Attendance Alternative

Idaho Code § 33-5205(3)(n)

Because Odyssey Charter School is a new entity and not a conversion of an existing school, the attendance alternative is the same as for those presently residing within Jefferson Joint School District No. 251, Shelley Joint School District No. 60, and Bonneville County. Students located within the attendance area of Odyssey Charter School would have the option to enroll in an existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Odyssey Charter School, but through parental choice and equitable selection.

Denial of School Attendance and Disciplinary Procedures, Including Suspension, Expulsion, and Re-enrollment

Idaho Code §§ 33-5205(3)(i) and 33-205 33-206

In accordance with Idaho Code § 33-205, the Odyssey Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other 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 calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

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. Odyssey Charter School will follow IDEA for students with an IEP that may include Behavior Intervention Plans (BIPs) and whose behavior impacts their own learning or the learning of others. The team will determine if the student's disability may have contributed to the disciplinary issue and if the issue was addressed by the BIP or not, and will adjust the disciplinary action accordingly. When manifestation determinations occur, Odyssey Charter School will proactively use Positive Behavioral Interventions and Supports (PBIS).

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 enrollment. The 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 time to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Principal 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 shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds 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) school days. Prior to suspending any student, the 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 Principal, upon such reasonable conditions as the Principal 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 Directors shall establish the procedure to be followed by the Odyssey Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Classroom Management

Odyssey Charter School will use *Fred Jones's Tools for Teaching* as Odyssey's general disciplinary method for dealing with less serious, daily classroom management issues.

Tools for Teaching is a non-adversarial method that integrates the management of discipline, instruction, and motivation into a system that increases responsible behavior, motivation, and independent learning. It gives practical techniques for dealing with problems with discipline and instruction, which Jones sees as two sides of the same coin. More importantly, *Tools for Teaching* focuses on prevention of problems. Teachers learn how to deliver instruction efficiently and build capable, self-reliant students so fewer classroom disciplinary issues occur.

There are two important parts of Jones' system. First is Preferred Activity Time (PAT), which is a way for students to have fun learning, after earning the privilege by good behavior. Second is a system of positive reinforcements. He provides specific, easy, down-to-earth techniques to combine effective classroom instruction and management in order to improve instruction.

Tools for Teaching includes methods to accomplish the following:

- Turning time used for classroom administrative duties into learning time for students;
- Using the Say, See, Do teaching method, where students participate in a series of Say, See, Do cycles that cause them to continually learn by doing, rather than through lecture and explanation. The Say, See Do cycle is Say, the teacher explains what will be taught); See, the teacher demonstrates the skill); and Do, students practice the skill;
- Meaning business to decrease classroom disruptions and increase achievement. Meaning business means the teacher is consistent in the enforcement of class rules
- Teaching effectively so that teachers do not burn out. Teachers use the efficient teaching methods presented in *Tools for Teaching* that save the teacher needless effort.

See Appendix K Student Handbook for disciplinary policies.

Bullying/Harassment

The proposed Odyssey Charter School Student Handbook describes bullying/harrassment as:

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

The consequences for violation of this policy will be determined by the Board of Directors and set forth in the Student Handbook. See Appendix K Student Handbook.

Fights, Weapons, Drugs, and Alcohol

Fights and weapons are prohibited on campus. The consequences for violation of this policy will be determined by the Board of Directors and set forth in the Student Handbook. See Appendix K Student Handbook.

Suspicion of Being Under the Influence

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, Odyssey Charter School will comply with the procedures required by Idaho Code § 33-210. It is the policy of Odyssey Charter School 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 Principal 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 counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use of a controlled substance or knowledge of being under the influence, information will be shared only on a "need to know" basis as provided in Idaho Code § 33-210. See Appendix K Student Handbook.

Notification of Law Enforcement

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 Principal or a designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Students will not be questioned by law enforcement without prior parent notification.

Suicide Prevention Plan

IDAPA Rule 08.02.03.160

Odyssey Charter School will develop a suicide prevention plan in accordance with IDAPA Rule 08.02.03.160 that will include collaboration among school personnel and collaboration with expert clinicians in the community. See Appendix X Suicide Prevention Guidelines.

Internet Use

Idaho Code § 33-131(1)

An account on the Odyssey Charter School computer network, and subsequently access to the Internet, will be provided for all students once a Computer Use Agreement is signed and returned to the school. Students who are minors will need their parent's or guardian's signatures as well.

Computers and computer networks, including Internet access, provide valuable tools that support the education of students in Odyssey Charter School. Network users are expected to use all network resources for purposes appropriate to the educational environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of Odyssey Charter School.

Computer Use Agreement

Use of the Internet is required in order to access the Odyssey Charter School's network. The Odyssey Charter School's network is a secured system, and every effort is made to ensure the quality and safety of its content. Please refer to the Use of Internet section of the student handbook in Appendix K.

Student Handbook and Procedure Ensuring Parental Access

In order to ensure that both parents and students understand the expectations for students at Odyssey Charter School, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook. See Appendix K Student Handbook.

Tab 8: Business Plan

Business Description

Odyssey Charter School, Inc., will be organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Marketing Plan

Odyssey Charter School will use the following marketing plan to attract students for the opening year and for every year after that.

| Category | Strategy |
|----------------------|---|
| Mission Statement | Please see Tab 1. |
| Situational Analysis | Please see Potential Impact on the School Districts section in Tab 2-2 where the unique qualities of Odyssey are listed. |
| Marketing Methods | <p>The following methods will be used for the first and each subsequent year. Odyssey Charter School will contact the families of students to encourage them to re-enroll. It will also to invite them to encourage their friends to enroll.</p> <p>Odyssey Charter School will use several of the following methods to recruit students:</p> <ul style="list-style-type: none">• Community calendars on television and radio• Yard signs around the attendance area• Flyers sent to parents of private and charter school students attending schools that only enroll up to 6th grade if the charter |

| | |
|--|---|
| | <p>schools are willing to circulate the flyers</p> <ul style="list-style-type: none"> • Flyers attached to products sold by local merchants. • Information tables at local gatherings such as the farmers markets and other civil events • School website, as well as blogs, Facebook, and Twitter pages • Speaking at community organizations like the Chamber of Commerce • Ongoing articles in the <i>Post Register</i>, <i>The Shelley Pioneer</i>, and <i>The Jefferson Star</i> • Holding public meetings within the attendance area once a month • News releases and articles • Stickers for back windows of cars <p>In each of these marketing methods, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho Code § 33-5205.</p> |
| Marketing Methods for at-risk and underserved students | <p>Some of the methods Odyssey will use to attract non-English speaking, other at-risk and underserved students are listed below:</p> <ul style="list-style-type: none"> • Ongoing articles in <i>Idaho Unido</i> (Eastern Idaho's Spanish language newspaper) • Public service announcements on Spanish speaking radio programs • Spanish language enrollment information posted on Odyssey's website • Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.) • Providing materials in Spanish at the public meetings and at the tables at local civic events • Advertising materials will also be placed in locations targeting at risk students • Advertising materials will state Odyssey's non-discrimination policy |
| Marketing Budget | <p>Since Odyssey Charter School will not have any state funding available until the end of July 2013, the marketing budget will rely on as many free forms of public relations with some funds coming from donations from the Board of Directors and other sources. Also, some funding from the Albertson's</p> |

| | |
|---------------------------|--|
| | <p>Foundation grant will be used if it is available to Odyssey to help pay the costs of advertising. Volunteers will provide the manpower to accomplish the various public relations and advertising activities and will work under the direction of the Board of Directors. Please see Appendices H and I for the marketing budget for each beginning year.</p> |
| Performance Analysis | <p>Odyssey Charter School's Board of Directors will monitor the progress of amassing information on potential students and will direct volunteers in this process. The Principal will administer the day-to-day implementation of marketing Odyssey once the Principal has been hired and has started work.</p> <ul style="list-style-type: none"> • July 2012: accumulate information on at least 100 potential students • September 2012: accumulate information on at least 200 potential students • January 2013: accumulate information on at least 250 potential students • March 2013: accumulate application forms for at least 300 potential students • September 2013: Start school with at least 140 students. |
| Implementation Schedule | <p>The items listed in the Marketing Strategy above will be implemented upon the approval of the charter petition by the Public Charter School Commission. The marketing strategy will be implemented continuously until the opening of Odyssey Charter School. Marketing will continue after the school opens and will be adjusted in intensity depending on whether the school has met its enrollment caps for the various grades and the capacity of Odyssey Charter School's facilities.</p> <p>Throughout 2012, Odyssey has scheduled the following public meetings to provide more information and recruit potential student families. Additional marketing events will be scheduled throughout 2013. The board of directors will administer the marketing of Odyssey. The principal will administer the day-to-day implementation of marketing Odyssey, once the principal has been hired and started work.</p> |
| Additional Considerations | <p>Despite Odyssey's very limited advertising due to the fact that Odyssey does not have a guaranteed opening date, Odyssey has attracted over 200 possible students (please refer to Appendix L for the number of potential students). Odyssey Charter School is confident that Odyssey can attract the necessary students to meet our enrollment goals. Many parents are looking for an alternative to the traditional schools in the area, and for a smaller, more personal environment for their children.</p> |

| | |
|--|--|
| | <p>Odyssey Charter School will continue to gather names and other information about possible students. Upon approval by the Public Charter School Commission, Odyssey's Board will start actively seeking students using the methods explained above and will gather contact information of interested parents and their children, as well as information from others in the community who show interest in Odyssey. Odyssey will open the application process in January 2013 and will cut off the application process for the lottery on March 31, 2013.</p> <p>The Principal will use the same techniques outlined above to attract students in subsequent years. Also, the school will seek out public relation opportunities to share the activities and accomplishments of the school.</p> |
|--|--|

Resumes of Directors

See Appendix G.

Financial Plan

While the Principal of Odyssey Charter School will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles.

The budget for Odyssey Charter School will be prepared in compliance with Idaho Code § 33-801, Idaho Statutes and the policy of the State Board of Education. The budget will be presented at a public hearing in June of the year the school will open, and it will be delivered to the State Department of Education as required, on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved, and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Revenues

Estimates of funding sources will include state allocation as based on:

- The Support Unit Calculation for Charter Schools

- Salary Based Apportionment for Charter Schools
- State allocations for pupil transportation
- State allocations for technology
- State lottery

As soon as possible, Odyssey Charter School will notify the Idaho Department of Education's School Achievement and School Improvement, in writing, of its intention to apply for Federal Title I funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include, but not be limited to, a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research-based program of support for academically at-risk students. Federal funds for Title I, Title IV-B, and the child nutrition program will be calculated through the prescribed formulae.

Odyssey Charter School will seek out a variety of grantors to create additional lines of revenue. The Parent Action Committee will organize various fundraising activity for the school. Odyssey will also seek technology and arts grants.

Revenues and Expenditures Process

Odyssey will follow the process below for revenues:

1. Revenues will be received by the business manager, who will record the transaction in the proper account and will provide a receipt for the revenue.
2. The Principal and Odyssey's Board of Directors will also review the record of revenues and will approve the transactions.

The preparation for and the review of the annual financial audit will provide an additional financial safeguard.

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. The board will develop and implement policies and procedures before February 1 of the opening year. Purchases of goods or services by Odyssey Charter School will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Odyssey will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides or other state purchasing guidelines that the department may publish in the future to supplant these guidelines. The purchasing procedure will be as follows:

1. A request for purchase will be filled out and given to the business manager.

2. The business manager will determine if the purchase fits the specifications of the budget line item and if there are sufficient funds in the line item for the purchase.
3. If the purchase is approved by the Principal, a purchase order will be sent to the vendor for the purchase. The Board will decide on a dollar amount that the Principal can approved without Board approval.
4. After the item has been received and inventoried, the business manager will prepare the check. All checks will be signed by two Board members.
5. The business manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases.
6. The yearly financial audit will also review the purchase as an additional safeguard.

Payroll Processing

Odyssey Charter School will process its own payroll. Odyssey will pay into the Public Retirement System Insurance (PERSI), social security, unemployment insurance, taxes, and workman's compensation.

Reports and Audits

Odyssey Charter School will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute. The Odyssey Charter School Principal will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-up Budget

A copy of the estimated start-up budget is contained in Appendix H.

Three Year Estimated Budget

A copy of the three year estimated budget is contained in Appendix I.

First Year Month-by-Month Cash Flow

A copy of the estimated first year month-by-month cash flow is contained in Appendix J.

Transportation Services

Idaho Code §§ 33-5205(3)(t) and 33-5208(4)

From its opening, Odyssey Charter School will provide busing for its students who live within the primary attendance area and reside between 1.5 to 15 miles from the school or the distance the state laws and regulations may require in the future. Odyssey Charter School will contract out its busing for the first year and for the foreseeable future, although Odyssey may choose to purchase buses and provide its own busing at some point.

Busing will be provided in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code § 33-1510. School transportation provided by charter schools functioning as LEAs is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Idaho Code § 33-1006. Transportation reimbursement payments are based on a 60% advance payment with a final reimbursement of a blended 50/80% and a block grant. Please see Appendix H for assumptions of transportation expenses, and Appendix P for other transportation related materials.

Free and Reduced Lunch

From its opening, Odyssey Charter School will participate in the National Child Nutrition Program pursuant to Idaho Code § 33-1015. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans. Free and reduced price lunches will be available to qualifying students based on the USDA's current Income Eligibility Guidelines. The income eligibility of the students' families will be determined based on enrollment forms that will ask about the income level of the families of the students. The Odyssey Charter School 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. Odyssey Charter School uses verification, reporting, and record-keeping procedures as outlined in the National School Lunch Program through the State Department of Education. Facility construction will eventually include appropriate food preparation equipment, so as to allow Odyssey Charter School to provide its own food service. However, the school may contract for food service during the first years of operation and at any time in the future. Please refer to Appendix P for memoranda of intent for Odyssey's potential food service providers.

Tab 9: Virtual Schools

Odyssey Charter School is not a virtual school.

Tab 10: Business Arrangements, Pre-Opening Timeline, and Termination

Business Arrangements and Partnerships

Odyssey Charter School will actively and consistently seek to establish partnerships with businesses providing possible services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist. All business arrangements will be conducted according to the laws and policies of the state.

Information is listed in Appendix P Subcontractor Bids and Memoranda of Intent about possible concurrent enrollment arrangements.

Odyssey will seek to perform volunteer community service to organizations as a way to provide students with real-world results to some of their educational projects. Projects may include improving parks, preparing histories of the area, or providing assistance to various shelters. All community work will be under the direct supervision of an Odyssey teacher.

All subcontractors will sign a memorandum of understanding outlining the expectations and responsibilities of both the school and the individual or business. This will also apply to individuals or organizations involved in career explorations or community service activities of the school. Subcontractors will pay for and provide to Odyssey a copy of their employees' criminal background checks.

Odyssey Charter School will not contract out the following services:

- Curriculum
- Accounting
- Most special education

Odyssey will contract out the following services listed below. Odyssey may provide these services in-house at a future date.

- Transportation
- Meals
- Financial and programmatic auditing
- Specific psychological, speech, occupational, and other therapies
- Legal

Please refer to Appendix P for memoranda of intent from Odyssey’s various prospective subcontractors.

Development of School Policy Manual

Odyssey Charter School fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. The Board of Directors will develop a working draft of Odyssey’s policy manual and have it approved by the beginning of August of the opening year. Each administrator, as well as staff, students, and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the school and shall be subject to recall or revision at any time.

Pre-Opening Time Line

In order to prepare for the opening of Odyssey Charter School in the fall of 2012, the Directors will accomplish the following goals:

| Category | Goal |
|-------------------|---|
| Board Governance | The Directors will receive thorough training in order to prepare them to lead Odyssey in a fiscally responsible and educationally effective manner. |
| Enrollment | Odyssey Charter School will build an enrollment of at least 140 students by the opening day of school. |
| Facilities | Odyssey Charter School will obtain a facility and equipment to adequately meet the financial and educational needs of the school. |
| Fiscal Management | Odyssey Charter School will practice sound, transparent, and responsible financial practices. |
| Human Resources | By April 30, 2013, Odyssey Charter School will secure qualified administrative, instructional and support staff to meet the requirements outlined in the charter. |

| Category | Goal |
|--------------------------------|--|
| Marketing and Public Relations | In order to attract students to the school, Odyssey Charter School will educate the community on the advantages and roles of its program. |
| Programmatic Development | Odyssey Charter School will execute the programmatic goals of its charter in order to meet the needs of the students, to accomplish the instructional goals outlined in the school's charter, and to be in compliance with all state and federal requirements. |

The following timelines list the deadlines and corresponding actions that will be completed in order to accomplish the goals above.

| 2012 – Upon Approval of Charter | |
|--|---|
| Category | Action |
| Board Governance | <p>Join the ISBA.</p> <p>Transform the Founders Committee into the Board of Directors.</p> <p>Arrange for board training in key areas like open meetings law, parliamentary procedure, effective meeting strategies, role of a board member, governing vs. managing, policy development, fiscal controls, Idaho Open Meeting Law, etc.</p> <p>Schedule board meetings. Training will be completed through the ISBA and possibly the Charter School Network.</p> <p>Arrange for accreditation.</p> <p>Secure SDE passwords and ensure SDE communication.</p> |
| Enrollment | <p>Continue to collect names of potential students and notify them of the application process.</p> <p>Document efforts to inform public of enrollment opportunities, especially for LEP students.</p> |
| Facilities | <p>Work to solidify facilities contract.</p> <p>Communicate with the city to ensure that the facility will be acceptable</p> |

| 2012 – Upon Approval of Charter | |
|--|--|
| Category | Action |
| | to the planning and zoning committee, and seek a conditional use permit for the property. |
| Fiscal Management | <p>Contact the IRS regarding the approval of the school's charter.</p> <p>Set up a business bank account.</p> <p>Set up 2M data system.</p> <p>Continue seeking grants and other donations in the areas of technical education, math, science, start-up help, advertising, and other areas suggested by the Board of Directors.</p> |
| Human Resources | Continue collecting names of potential faculty and staff, and notify potential applicants of interview and hiring dates. |
| Marketing and Public Relations | <p>Start monthly information meetings.</p> <p>Continue advertising for potential students, faculty, and staff.</p> <p>Continue collecting data on potential students, faculty, and staff.</p> <p>Continue marketing through public relations outlets such as community calendars, posters, yard signs, local talk radio programs, etc.</p> <p>Sign up a booth for the Idaho Falls Roaring Youth Jam.</p> |
| Programmatic Development | <p>Continue revision of the draft Student Handbook found in Appendix K.</p> <p>Using ISBA materials continue creating a School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/ emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency.</p> |

| January 1, 2013 | |
|--------------------------------|---|
| Category | Action |
| Board Governance | Create a calendar of all state and authorizer deadlines. |
| Enrollment | Open enrollments for students, distribute applications, and begin collecting them. |
| Facilities | <p>Complete facility design with an architect in order to meet all design requirements for the facility.</p> <p>Finalize the facility location and sign contracts with the land owner or the management company of the facility or modular classroom company.</p> <p>Get the conditional use permit for the facility.</p> <p>Finalize plan to bring city utilities to the site if needed.</p> <p>Advertise bidding process for all contracts requiring bids.</p> <p>Make sure that all relevant building permits are secured.</p> |
| Fiscal Management | Ensure that bids and expenses to open the school remain within budget. |
| Human Resources | <p>Finalize salary schedule and benefits package.</p> <p>Advertise job openings.</p> |
| Marketing and Public Relations | Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, Internet, etc. |
| Programmatic Development | Develop a scope and sequence of classes and finalize class offerings. |

| March 1, 2013 | |
|--------------------------------|--|
| Category | Action |
| Board Governance | Complete school calendar, school hours, and administrator contracts. Hire an administrator. |
| Enrollment | If Odyssey exceeds the enrollment caps in any grade, close applications for the lottery. |
| Facilities | Continue progress on facility. |
| Fiscal Management | Secure insurance policies (liability, property, worker's compensation, etc.). Continue to monitor expenses and ensure that the school's expenses remain within budget. |
| Human Resources | Hire an administrator, and continue to advertise other job openings. |
| Marketing and Public Relations | Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, theater screen advertising, Internet, etc. |
| Programmatic Development | Finish a working draft of the Student Handbook. Set up OpenSIS for the school. |

| April – May, 2013 | |
|--------------------------|--|
| Category | Action |
| Board Governance | Retain legal counsel. |
| Enrollment | Collect enrollment packets. Perform lottery and notify applicants on or before April 30, 2013. |
| Facilities | Continue progress on facility. |
| Fiscal Management | Complete contracts for all contracted services such as transportation, food service, special ed. services, IT support, student information |

| April – May, 2013 | |
|--------------------------------|--|
| Category | Action |
| | <p>system, etc., and/or fiscal support services such as accounting, budget, payroll, banking, auditing, and purchasing.</p> <p>Secure telecommunications services.</p> <p>Continue to monitor expenses and ensure that the school's expenses remain within budget.</p> |
| Human Resources | <p>Finish hiring faculty and staff and sign employee contracts</p> <p>Ensure all teachers hold valid Idaho teaching certificates for the grades they teach and that these are on file in their personnel files 33-5205(4)(g) and 33-5206(4).</p> <p>Ensure all teachers are highly qualified according to the NCLB or that they have waivers from the State Department of Education</p> <p>Ensure staff contracts are written in the form approved by the State Superintendent of Public Instruction 33-5206(4).</p> <p>Ensure that criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers).</p> |
| Marketing and Public Relations | <p>Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, theater screen advertising, Internet, etc.</p> |
| Programmatic Development | <p>Order textbooks and other school supplies and equipment.</p> <p>Arrange the dates of presentations for pre-opening professional development.</p> |

| June 2013 | |
|--------------------------------|---|
| Category | Action |
| Board Governance | Continue to monitor Administrator actions and provide support as needed. |
| Enrollment | Update enrollment as new students enroll. |
| Facilities | Lease or purchase any office equipment. |
| Fiscal Management | Continue to monitor expenses and ensure that the school's expenses remain within budget. |
| Human Resources | Arrange for Fiscal and Programmatic Audits for the following school year. |
| Marketing and Public Relations | Announce on website if there are any openings for students and the available grades. Advertise at the Idaho Falls Roaring Youth Jam. |
| Programmatic Development | Order additional textbooks and other school supplies and equipment if needed. |

| July – August, 2013 | |
|----------------------------|---|
| Category | Action |
| Board Governance | Finish a working copy of the School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency. The manual will be periodically updated to meet the needs of the school. |
| Enrollment | Announce on the school's website if there are any openings for students and the available grades. |
| Facilities | Finish facility set up. Take delivery of school equipment and supplies. |

| July – August, 2013 | |
|----------------------------|---|
| Category | Action |
| | <p>Set up classrooms and office equipment and supplies.</p> <p>Ensure that the facility has adequate HVAC, lighting, and space.</p> <p>Ensure the grounds are safe and well maintained. Arrange for grounds care and snow removal.</p> <p>Finish city inspections such as fire and health, and obtain a certificate of occupancy.</p> <p>Post fire exit maps in all occupied spaces.</p> |
| Fiscal Management | <p>Have procedures in place for receiving donations and student fees.</p> <p>Continue to monitor expenses and ensure that the school's expenses remain within budget.</p> |
| Human Resources | <p>Enroll all staff in PERSI</p> <p>Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff [33-5205(3)(m)].</p> <p>Ensure that up-to-date and accurate personnel files that contain only appropriate information have been created for all staff.</p> <p>Ensure that all paraprofessionals working in an instructional capacity meet the requirements of State Paraprofessional Standards and Federal NCLB requirements.</p> <p>Provide emergency preparedness training to all personnel.</p> <p>Provide procedures for emergency closure before, after, and during school.</p> <p>Establish fire drill procedures and schedule fire drills.</p> <p>Complete school policy handbook that details policies and procedures, especially in the following key areas:</p> |

| July – August, 2013 | |
|----------------------------|---|
| Category | Action |
| | <p>attendance</p> <p>check signing</p> <p>credit card use</p> <p>enrollment</p> <p>family medical leave</p> <p>job sharing</p> <p>use of facility by outside groups</p> <p>communication</p> <p>homework</p> <p>dress code</p> <p>student discipline</p> <p>Internet use</p> <p>overnight excursion</p> <p>background checks on volunteers and board members</p> <p>Finish and publish student handbook.</p> <p>Finish obtaining immunization records for all enrolled students.</p> <p>Obtain Internet policy agreements signed by all students and their parents.</p> <p>Collect all existing IEPs.</p> <p>Revisit budgets and assumptions, and revise as needed.</p> <p>Hold annual public budget hearing.</p> <p>Develop a fund development strategy.</p> |

| July – August, 2013 | |
|--------------------------------|--|
| Category | Action |
| | <p>Ensure that all personnel files are up-to-date and contain only appropriate information.</p> <p>Provide two days for student registration, which will include signing up students, gathering Internet usage agreements, handing out schedules and student handbooks, and meeting teachers.</p> <p>Provide orientation and professional development activities for faculty and staff in order to educate the faculty in project based. learning, enable them to prepare their first interdisciplinary project aligned to state standards, familiarize them with the student information system, set them up with the school's email system, give room assignments, familiarize them with the student disciplinary procedures, and familiarize them with the school's professional standards and expectations, etc.</p> |
| Marketing and Public Relations | Send out press releases about the opening of the school. Post the press release on the website. Announce on the website if there are any openings for students and the available grades. |
| Programmatic Development | Inventory and distribute all textbooks, materials, and supplies to teachers. |

Termination

Idaho Codes §§ 5205(3)(u) and 5206(8)

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

When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may be a Board member or the

Administrator. The designee will work under the direction of the President and will coordinate the dissolution of the school. The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors.

Within the month after the determination to dissolve the school, the designee will contact the parents of past and present students on how to obtain school records and/or to which school the records should be sent. The designee will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school. The designee will send the records to the school that parents have requested.

Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the board. Odyssey will maintain a Facebook page or similar page stating how the remaining student records can be obtained.

The designee will send personnel records to all former employees of the school within one month after the final school year.

The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors. The specific details of the dissolution are found in Appendix Y Dissolution.

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code §§ 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be turned over to the Public Charter School Commission.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

| Requirement | Description | Submit To | Deadline | Notes |
|--|---|-----------|---|---|
| New Charter School Bootcamp | Attend training session with SDE; provide proof of attendance. | PCSC | May 31 | The bootcamp will generally be held in March or April. Proof of attendance is due by May 31. |
| Pre-Opening Dashboard | Complete the dashboard; include in Pre-Opening Update materials. | PCSC | May 31 | All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31. |
| Enrollment Report | Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials. | PCSC | May 31 | |
| Facilities Report | Update the Facility Template; include in Pre-Opening Update materials. | PCSC | May 31 | |
| Updated Pre-Opening Timeline | Update the Pre-Opening Timeline; include in Pre-Opening Update materials. | PCSC | May 31 | |
| School Calendar | Prepare school calendar for SDE; provide copy for PCSC. | SDE, PCSC | May 31 | |
| Charter School Advance Payment Request | | SDE | June 1 | |
| Advance Payment Request - Transportation | | SDE | June 15 | |
| Consolidated Federal and State Grant Application | If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE. | SDE | June 30 | Not applicable for schools not intending to have a Title I program |
| Budget | Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC. | SDE, PCSC | July 15 | |
| Updated 1 st Year Cash Flow | Update the 1 st 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 1 st 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.

PROPOSED PERFORMANCE CERTIFICATES

TAB 5 Page 113

Appendix D: Articles of Incorporation and Bylaws

Appendix A

Articles of Incorporation

The Articles of Incorporation and amendments are on the following pages.

AMENDED ARTICLES OF INCORPORATION
OF
ODYSSEY CHARTER SCHOOL, INC.

The undersigned, acting as the incorporator of a nonprofit corporation (“Corporation”) organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code (“Act”), adopts the following Articles of Incorporation (“Articles”).

Article I - Name.

The name of the Corporation is Odyssey Charter School, Inc.

Article II - Nonprofit Status.

The Corporation is a nonprofit corporation. The Corporation shall have no capital stock and no shares of stock in the Corporation shall be issued.

Article III - Period of Duration.

The period of duration of the Corporation is perpetual.

Article IV - Registered Agent.

The name of the Corporation’s registered agent is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

Article V - Purposes.

The purposes for which the Corporation is organized and will be operated are as follows:

A. To operate a nonprofit charter school and related services of the kind customarily furnished most effectively by schools;

B. To fulfill educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to acquire or accept donations of money, property, whether real or personal, or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

Article VI - Limitations.

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

Article VII - No Shareholders.

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

Article VIII - Board of Directors.

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the Directors shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

NAME

ADDRESS

Karl Peterson

3890 Taylorview Lane
Ammon, ID 83406

Chris Peterson 3890 Taylorview Lane
Ammon, ID 83406

Monica Couch 1450 Fox Court
Idaho Falls, ID 83404

Kimberly Evans Ross 1120 East 1275 North
Shelley, ID 83274

Lisa S. Nolan 1000 Wheatstone Drive
Idaho Falls, ID 83404

Article IX - Distribution on Dissolution.

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to the Idaho Public Charter School Commission.

Article X - Indemnification

The Corporation shall indemnify its directors and officers, employees and agents from and against all liability and expenses in the manner provided in the Bylaws.

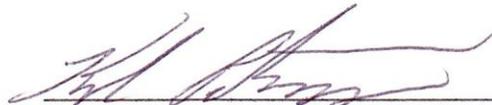
Article XI - Incorporator.

The name and street address of the incorporator is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

Article XII - Bylaws.

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws.

DATED this 29th day of February, 2012



Karl Peterson, Incorporator

Appendix B

Signed Bylaws

The signed Bylaws of Odyssey Charter School, Inc. are on the following pages.

BYLAWS
OF
ODYSSEY CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation

1. OFFICES.

1.1 Principal Office. The principal office of Odyssey Charter School, Inc., an Idaho corporation ("Corporation"), shall be fixed and located in the County of Bonneville, State of Idaho, as the Board of Directors ("Board") shall determine. .

1.2 Registered Office. The Corporation shall maintain a registered office as required by the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho ("Act"). The location of the registered office of the Corporation is 2184 Channing Way, PMB #127, Idaho Falls, Idaho 83404.

1.3 Change of Offices. The Board is granted full power and authority to change the locations of the principal and registered offices by amendment of these Bylaws and appropriate filing with the Idaho Secretary of State as required by law.

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

- a) 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.

3. NO SHAREHOLDERS/PARENT MEMBERS.

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

3.2 Parent Members. Nothing in Article 3 shall prohibit the Corporation from recognizing a "Qualifying Parent" as a "Member" of the Corporation. Members of the Corporation 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. The Corporation's right to recognize and refer to its Members shall not render anyone a shareholder within the meaning of Idaho Code §30-334 of the Act

3.3 For purposes of these Bylaws, a "Qualifying Parent" is defined as a parent having a child or children enrolled in any charter school operated by the Corporation (collectively, the "Charter School"). As used herein, the term "parent" includes a person standing in parental relation to a child enrolled in the Charter School, including a birth or adoptive parent, a foster parent, a legal guardian, or an adult family member: (a) who is caring for an enrolled child; (b) with whom the child lives; and (c) who is legally responsible for the child. The term does not include a person whose parent-child relationship has been lawfully terminated or a person not entitled to possession of or access to a child under a court order.

4. BOARD OF DIRECTORS.

4.1 General Powers and Standard of Care.

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

4.1.2 Function of the Board; Quorum. 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. Unless otherwise provided in these Bylaws, a majority of the Board shall constitute a quorum and 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.

4.1.3 Corporate Powers. All corporate powers shall be exercised by or under the authority of the Board, and the business and affairs of the Corporation shall be managed under the direction of the Board, except as may be otherwise provided in the Act or the Articles.

4.1.4 Employees. The Board shall have the power to hire, supervise, evaluate, discipline and terminate employees of the Corporation. The duties and compensation of the Corporation's employees shall be specified by the Board.

4.2 Director's Duties. A Director shall perform the Director's duties, whether as a member of the Board or a member of any committee of the Board, in good faith, in a manner such Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- b) legal counsel, public accountants or other person(s) as to the matter that the Director reasonably believes to be within such person's professional or expert competence; or
- c) a committee of the Board upon which such Director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence;

but such Director shall not be considered to be acting in good faith if such Director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who performs such duties shall have no liability by reason of being or having been a Director of the Corporation, and shall be indemnified by the Corporation pursuant to the provisions set forth in Paragraph 6 herein.

4.3 Presumption of Assent. A Director of the Corporation who is present at a Board meeting at which any action on any corporate matter is taken shall be presumed to have assented to the action unless: (1) the Director expressly dissents during the meeting and such dissent is entered in the minutes of the meeting; or (2) unless the Director files a written dissent to such action with the Secretary of the meeting before the adjournment thereof. Such right to dissent shall not apply to a Director who affirmatively voted in favor of such action.

4.4 Number, Election and Qualification of Directors. The original Board of Directors set forth in the Articles ("Original Board"), or the successor(s) of any Original Director(s) duly appointed by unanimous vote all Original Directors, shall serve as Directors until the First Election of Directors following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code.

4.4.1 Except for the Original Board of Directors, the number of Directors serving on the Board shall be fixed pursuant to resolutions adopted by the Board.

4.4.2 In order to ensure continuity in the leadership of the Corporation, the election of Directors shall be staggered in the manner set forth herein. In the first month of July following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code ("First Election"), the Original Board shall fix the number of Directors that will serve on the Board and conduct the First Election of Directors. The Directors elected at the First Election shall include, at a minimum, each member of the Original Board (including any successors of the Original Board duly appointed pursuant to Section 4.4), plus the number of additional Directors fixed by the Original Board, if any. The Directors elected at the First Election shall be fixed into two (2) classes, each class to be as nearly equal in number as possible. Class A Directors elected at the First Election shall serve a term of two (2) years, after which all Class A Directors elected by the Board shall serve a term of four (4) years. Class B Directors, including those elected at the First Election, shall serve a term of four (4) years. After

the First Election, the Board shall hold Director elections biennially, but only one Class of Directors shall be up for election at a time.

4.4.3. Members of the Original Board shall hold office until their successors shall have been elected at the First Election. The Directors elected at the First Election shall assume their duties as Directors immediately upon election, and the results of the First Election shall not be ratified. Except for the Original Board of Directors and the Directors elected at the First Election, each Director shall hold office until his or her successor shall have been elected and ratified in the manner set forth in Section 4.5. herein.

4.4.4 Every Director must be a resident of the State of Idaho. A Director need not qualify as a Member of the Corporation.

4.5 Ratification of Directors.

4.5.1 Ratification Process. With the exception of the election of Directors at the First Election, the election of Directors at each annual meeting shall be subject to ratification and approval in the manner set forth below.

4.5.2 Notice of Special Meeting of Members. Within three (3) days after the date of the annual meeting for the election of Directors, the incumbent Board shall call a Special Meeting of Members for the purpose of submitting the election of Directors to a ratification vote by the Members. Notice of the Special Meeting of Members shall be given at least twenty-four (24) hours prior to the time set for the Special Meeting by posting notice of the Special Meeting and the Agenda for the Special Meeting in a prominent location at the school. The date of the Special Meeting shall be no more than fourteen (14) days after the annual meeting for the election of Directors. The Notice and Agenda of the Special Meeting shall state that the purpose of the meeting is for the Members to ratify the election of all Directors of the Corporation elected at an annual meeting pursuant to Section 4.4 above. Notice of the Special Meeting shall be deemed to be waived by any Member in attendance at such meeting.

4.5.3 Voting Qualification. Except as provided herein, each Member may cast one vote for each Director elected at the annual meeting. In order to be qualified to vote, the Member must have at least one child enrolled at the Charter School as of the date of the Special Meeting called pursuant to Section 4.5.2. If two or more Members qualify as a "parent" of an enrolled child pursuant to Section 3.3, such Members shall be collectively entitled to cast one vote for each Director at the Special Meeting. In the event that Members subject to a collective voting right cast more than one collective vote, then all such votes shall be invalidated and shall not be counted. Members with more than one child enrolled in the Charter School may only cast one vote for each Director, regardless of the number of children they have enrolled. Prior to the casting of the votes, the President or Secretary of the Corporation shall verify the identity of the Members eligible to vote by requiring proof of identification in the form of a driver's license or other form of identification deemed satisfactory by the President or Secretary.

4.5.4 Proxy Votes. Members may vote either in person or by a proxy signed by such Member and personally delivered to the President or Secretary prior to the start of the

meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. Such proxy shall be invalid if issued by a Member who is subject to a collective voting right shared with at least one other Member and one of the Members subject to the collective voting right attends the meeting and votes in person.

4.5.5 Tabulation of Votes. Voting shall be by secret ballot and shall be supervised by the President or Secretary of the Corporation. At the conclusion of the balloting, the President and Secretary of the Corporation shall count the votes prior to the adjournment of the meeting. At least 10% of the total number of qualifying votes must be cast at the Special Meeting in order to ratify an election of Directors. If less than 10% of the total number of qualifying votes is cast at the Special Meeting, the results shall be discarded and the Special Meeting shall be re-noticed as provided in Section 4.5.2 for a date not less than three (3) and not more than fourteen (14) days after the date of the Special Meeting at which an insufficient number of votes were cast.

4.5.6 Ratification Number. An affirmative vote of the majority of votes cast for each Director at the Special Meeting is sufficient to ratify the election of that Director. In the event that any candidate for ratification shall not receive the affirmative vote of the majority of votes cast at the meeting for that candidate, such candidate's election shall not have been ratified. In such event, the President or Secretary of the corporation shall communicate the results of the vote to the Board and the Board shall, within ten (10) days thereafter, elect another candidate to serve as a Director of the corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, the Board shall appoint yet another replacement candidate, whose election shall be deemed to be final, without further ratification vote.

4.6 Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the remaining Directors, even though less than a quorum of the Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of such Director's predecessor in office. Any Directorship to be filled by reason of an increase in the number of Directors may be filled by the Board for a term of office continuing only until the next regular election of Directors.

4.7 Removal of Directors. At a meeting of the Board called expressly for the purpose of removing a Director, any Director may be removed with cause by a vote of a majority of the Directors then in office, which majority shall include the Director subject to the vote. Any Director may be removed at such a meeting without cause by a vote of two-thirds majority of the Directors then in office, which two-thirds majority shall include the Director subject to the vote. For the purposes hereof, "cause" shall include, without limitation, any willful or knowing breach of fiduciary duty or obligation owed to the Corporation, commission of any felony or a misdemeanor involving moral turpitude, and willful violation of any standard of ethics or rule of conduct applicable to public officials. A quorum of Directors for purposes of a meeting called for the express purpose of removing a Director shall be all members of the Board of Directors then in office. Any Member qualified to vote at a Special Meeting for the ratification of the election of Directors shall have the right to petition the Board for the removal of a Director by

presenting such petition, signed by at least 10% of all Members qualified to vote at a Special Meeting for the ratification of the election of Directors. Upon receiving such petition, the Board shall have fourteen (14) days in which to call a meeting to vote upon the removal of the Director identified in the petition in accordance with the provisions of this section.

4.8 Committees of Directors.

4.8.1 Membership. The Board may, by resolution adopted by a majority of the Directors, designate and appoint one or more Director Committees, each of which shall consist of two or more Directors.

4.8.2 Authority. Director Committees shall have and exercise the authority of the Board in the management of the Corporation, but only to the extent provided in the resolution establishing the committee; provided, however, that no Director Committee shall have the authority of the Board with regard to the following actions: (i) authorization of distributions, (ii) approval of corporate assets, including acquisition and removal of such assets, (iii) election, appointment or removal of Directors or filling vacancies of the Board or on any of its committees, or (iv) adoption, amendment or repeal of the Articles or these Bylaws. The designation and appointment of any such Director Committee and the delegation of authority to a Director Committee shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon the Board or any individual Director by operation of Section 4.2 or other applicable law regarding the delegation of the particular duties so delegated.

4.8.3 Nominating Committee. At least 15 days prior to each annual meeting of the Board of the Corporation, the President shall submit for ratification and vote by the Board the names of at least three (3) Directors of the Corporation to serve as the Nominating Committee. The President shall not serve as a member of the Nominating Committee.

4.8.4 Standing Director Committees.

- a) Other Standing Committees. A Standing Committee of the Board of Directors may be constituted as determined from time to time by resolution of the Board of Directors.
- b) Tenure. Each member of a Standing Committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed unless (i) the committee is sooner terminated, or (ii) such member is removed from the committee, or (iii) such member ceases to qualify as a member of the committee.

4.8.5 Chairperson. One member of each Director Committee shall be appointed as Committee Chairperson by the Board.

4.8.6 Vacancies. Vacancies in the membership of any Director Committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

4.8.7 Resignation. Any committee member may resign at any time by giving written notice to the Board, the President, or the Secretary of the Corporation. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon receipt. Acceptance of the resignation shall not be necessary to make the resignation effective.

4.8.8 Removal. Any committee member may be removed by the person or persons authorized to appoint such member with or without cause.

4.8.9 Quorum. Unless otherwise provided in the resolution of the Board designating a Director Committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

4.9 Directors and Committee Meetings.

4.9.1 Meeting Location. Meetings of the Board, regular or special, or meetings of any Director Committee, may be held either within or without the State of Idaho. Unless otherwise specified in this section or in the notice for such meeting, all meetings shall be held at the principal office of the Corporation. All meetings of the Board and/or Director Committees shall comply with the Idaho Open Meeting Act.

4.9.2 Notice. Except as otherwise provided in this section, regular or special meetings of the Board or any committee designated thereby may be called by or at the request of the President, any Director, or the Chair of a Director Committee, as the case may be, upon written or verbal notice thereof given to all other Directors or committee members, as the case may be, at least three (3) days before the meeting. The Board may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than such resolution.

4.9.3 Attendance by Conference Call. Members of the Board or any Director Committee may participate in a meeting of the Board or such committee by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and the participation by such means shall constitute presence in person at a meeting. For any meeting held by conference telephone or similar communications equipment, notice of the meeting shall be given at least one (1) hour prior thereto by telephone or other communication directly with the Directors and/or committee members.

4.9.4 Attendance Constitutes Waiver. The attendance at or participation of a Director or committee member in any meeting shall constitute a waiver of notice of such meeting, except where a Director or committee member attends or participates for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

4.9.5 Purpose of Meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board or any committee designated thereby need be specified in the notice or waiver of notice for such meeting.

4.9.6 Order of Business. At the meetings of the Board of Directors or any Director Committee, the order of business shall be as follows:

- a) Call meeting to order.
- b) Proof of notice of meeting and determination of quorum.
- c) Reading of minutes of previous meeting.
- d) Reports of Directors, officers, committee members or other counsel.
- e) Reports of committees.
- f) Unfinished business.
- g) New business.
- h) Public input.
- i) Executive session (if needed)
- j) Adjournment.

4.10 Waiver of Notice. Whenever any notice is required to be given to any Director or committee member under the provisions of the Act, the Articles or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

4.11 Compensation. Directors shall not be entitled to compensation for their services as Directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in course of performing the duties of a Director.

4.12 Rights of Inspection. Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that 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.

4.13 Director Conflicts of Interest.

4.13.1 Duty to Disclose. Any Director who has a conflict of interest with regard to a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt and full disclosure of such Director's conflicting interest to the Board or Director Committee prior to the Board's or Committee's consideration of or action on such contract or transaction. Such disclosure shall include all relevant and material facts known to the Director about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. A conflict of interest, for purposes of these Bylaws, exists when a Director has, either directly or indirectly, the potential for personal, proprietary, legal, or financial loss or benefit as a result of any action or inaction taken by the Corporation.

4.13.2 No Voting By Interested Director. A Director who has a conflict of interest in any matter presented for consideration or action by the Board or a Director Committee, in addition to disclosing such interest pursuant to Section 4.14.1, shall abstain from voting on the matter giving rise to the interest and shall not be counted for purposes of establishing a quorum of those present.

4.13.3 Non-Salaried. Membership on the Board of Directors shall be voluntary and no Director will receive payment from the Corporation as compensation for the Director's services as a Director.

4.14 Loans to Directors. The Corporation shall not lend money to or use its credit to assist its Directors or officers.

4.15 Liability of Directors for Wrongful Distribution of Assets.

4.15.1 Liability for Value of Wrongful Distribution. In addition to any other liability imposed by law upon the Directors of the Corporation, the Directors who vote for or assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when such distribution would render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations and liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of such assets which are thus distributed, to the extent that such debts, obligations and liabilities of the Corporation are not thereafter paid and discharged. The indemnity provisions of Section 6.1 shall not apply to violations of Section 4.16.1 of these Bylaws.

4.15.2 Reliance Upon Financial Statements. A Director shall not be liable under this section if, in the exercise of ordinary care, such Director relied and acted in good faith upon written financial statements of the Corporation represented to such Director to be correct by the President or by the officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of such accountants to reflect fairly the financial condition of the Corporation, nor shall such Director be so liable if, in the exercise of the ordinary care and good faith, in determining the amount available for such distribution, such Director considered the assets to be equal to their book value.

4.15.3 Reliance Upon Counsel of an Attorney. A Director shall not be liable under this section, if in the exercise of ordinary care, such Director acted in good faith and in reliance upon the written opinion of an attorney for the Corporation.

4.15.4 Entitlement to Contribution. A Director against whom a claim shall be asserted under this section and who shall be held liable thereon shall be entitled to contribution(s) from persons who accepted or received such distribution knowing such distribution to have been made in violation of this section in proportion to the amounts received by them respectively.

5. BOARD OFFICES.

5.1 Number. The officers of the Corporation shall consist of a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board, and such other officers and assistant officers as may be deemed necessary, and which may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person except for the offices of President and Secretary. All elected Board Officers must be duly elected and ratified members of the Board of Directors.

5.2 Election and Term of Office. The officers of the Corporation shall be elected annually as soon as practicable after the election and ratification of Directors pursuant to sections 4.4 and 4.5 herein. Each officer shall hold office until a successor shall have been duly elected.

5.3 Removal. Any officer or agent may be removed by the Board whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

5.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

5.5 President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all other business and affairs of the Corporation. The President shall, when present, preside at all meetings of the members of the Board and establish the agenda for such meetings. The President may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board has authorized to be executed, except in the cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed and executed. The President shall co-sign all checks or other deposit account withdrawals in excess of five hundred dollars (\$500.00) and, in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time. The President shall be the chief liaison to the administrator of the Charter School. The President shall be responsible

for ensuring that the Board is in compliance with the charter contract, Articles of Incorporation, and Corporate Bylaws.

5.6 Vice President. In the absence of the President or in the event of the President's death, inability or refusal or act, the Vice President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President and shall perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

5.7 Secretary. The Secretary shall attend all meetings of the Board and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all documents executed on behalf of the Corporation, pursuant to due authorization by the Board. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or the Board.

5.8 Treasurer. The Treasurer shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer shall sign all checks and promissory notes of the Corporation and shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article 7 of these Bylaws. The Treasurer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer shall submit to the Board and the President, when required, statements of the financial affairs of the Corporation. The Treasurer shall in general perform all of the financial duties incident to the office of Treasurer and such other duties as from time to time maybe assigned to the Treasurer by the President or the Board. If required by the Board, the Treasurer shall give a bond for the faithful discharge of the Treasurer's duties in such sum and with such surety or sureties as the Board shall determine.

5.9 Officer Conflict of Interest. Officers of the Corporation shall comply with all standards of ethics or conduct applicable to public officials, including but not limited to the Idaho Ethics in Government Act.

6. INDEMNIFICATION.

6.1 Indemnification of Officers, Directors, Employees and Agents. The Corporation shall indemnify any current Director, officer, employee or agent of the Corporation, or any former Director, officer, employee or agent of the Corporation, against expenses actually and reasonably incurred by him or her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he or she is made a party by reason of being, or having been, a Director or officer of the Corporation; but only if (with respect to civil actions) he or she acted in good faith and in a manner he or she reasonably believed to be in (or not opposed to) the

best interests of the Corporation; and only if (with respect to criminal actions or proceedings), he or she had no reasonable cause to believe his or her conduct was unlawful; AND PROVIDED FURTHER, indemnification shall not be made by the Corporation to a current Director or officer, or former Director or officer, in relation to matters as to which he or she is adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of his or her duties to the Corporation. It is intended that this indemnification provision be applied consistent with Idaho Code §30-3-89.

6.2 Insurance. The Corporation may indemnify Directors, officers, employees and agents of the Corporation to the extent permitted by, and in accordance with, the Act. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability.

7. MISCELLANEOUS.

7.1 Books and Records. At its registered office or principal place of business, the Corporation shall keep: (i) correct and complete books and records of account; and (ii) minutes of the proceedings of its members and Board; and (iii) a record of the names and addresses of all members. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

7.2 Contracts. The Board may authorize any officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

7.3 Checks, Drafts and Evidences of Indebtedness. All checks, drafts, or other orders for payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation as provided in these Bylaws or in such manner as shall from time to time be determined by the Board.

7.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

7.5 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

7.6 Annual Financial Statements. The officers of the Corporation shall cause a balance sheet as of the closing date of the last fiscal year, together with a statement of income and expenditures for the year ending on the date, to be prepared and presented to the Directors at each annual meeting of the Board.

7.7 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June of the following year, except that the first fiscal year shall begin on the date of incorporation.

7.8 Regulation of Internal Affairs. The internal affairs of the Corporation shall be regulated as set forth in these Bylaws to the extent that these Bylaws are lawful under the Act. With respect to any matter not covered in these Bylaws, the provision of the Act shall be controlling as long as such provisions of the Act are not inconsistent with the lawful provisions of these Bylaws.

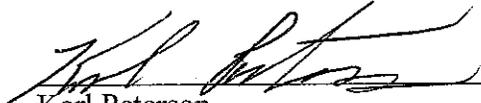
7.9 Non-Discrimination. The Corporation is committed to the concept and practice of equal opportunity for all of its students, employees, and applicants in education, employment, services, and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, ancestry, religion, creed, marital status, gender, sexual orientation, pregnancy, Vietnam-era or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

The Corporation is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of services, programs and activities in an accessible setting appropriate to the student's needs. No student shall, on the basis of her or her disability, be excluded from participation, be denied the benefits of, or otherwise be subject to discrimination under any educational program or activity. The Corporation is committed to providing an accessible setting appropriate to the student's needs, in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the disability laws of the State of Idaho.

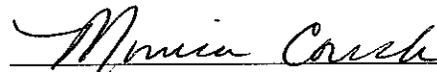
7.10 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of the Corporation in the manner provided in Idaho Code § 30-3-96. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. 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. No amendments to the Bylaws may be made which are contrary to the non-profit and tax exempt status and objectives of the Corporation as expressed in the Articles of Incorporation. No amendment to the Bylaws is effective until such amendment has been approved by the Idaho Public Charter School Commission.

7.11 Dissolution. Upon dissolution of the Corporation, assets shall be distributed in accordance with the provisions for dissolution set forth in the Articles.

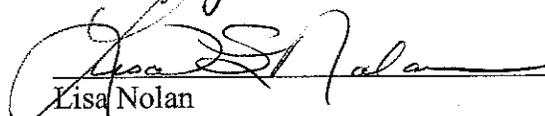
The undersigned, being Directors of the Corporation, do hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation on this 7 day of September, 2012.


Karl Peterson


Chris Peterson


Monica Couch


Kimberly Evans Ross


Lisa Nolan

Appendix E: Board Roster

Odyssey Charter School, Inc.
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------|---------------|---------------------------------|--|----------------|
| Carrie Reynolds | Chair | 07/2013 – 07/2017 | carriereynolds.board@gmail.com | (208) 821-1745 |
| Andrew Whitford | Vice Chair | 07/2013 – 07/2017 | andrewwhitford.board@gmail.com | (208) 206-5590 |
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PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Odyssey Charter School Year Opened: 2013 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

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

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 must 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 | | | | |
| | | 5 | 25 | | | | |
| | | 4 | 20 | | | | |
| | | 3 | 15 | | | | |
| | | 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 | | | | |
| | | Reward | 25 | | | | |
| | | None | 15 | | | | |
| | | Focus | 0 | | | | |
| | | 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 |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 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 |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|--|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| Notes | | | | | | | 0.00 |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | 0.00 | | | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4c Graduation Rate Notes | 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 |

| MISSION-SPECIFIC GOALS | | | |
|------------------------|--|---------------|------------------------|
| Measure 1 | Is the school effectively implementing Project-Based Learning (PBL)? | Result | Points Possible |
| | Exceeds Standard: The school's average score on the PBL School Rubric was 2.6 to 3.0 | | 200 |
| | Meets Standard: The school's average score on the PBL School Rubric was 2.0 to 2.5 | | 160 |
| | Does Not Meet Standard: The school's average score on the PBL School Rubric was 1.6 to 1.9 | | 80 |
| | Falls Far Below Standard: The school's average score on the PBL School Rubric was less than 1.6 | | 0 |
| Notes | The PBL School Rubric will be used to evaluate this measure. The rubric will be scored on a 1 to 3 point scale (Beginning PBL School = 1 point, Needs Further Development = 2 points, Promotes and Sustains best Practices of a PBL School = 3 points). Each year, between February 1 and April 30, Odyssey will host an external evaluation team of 3 to 5 people for at least 1 day of evaluation. The team will not be associated with the school; no members of the team will be board members, school staff, (or their relatives), or parents of active students. At least 2 members of the team will have a background in education, ideally with at least 1 member of the team with a background in project-based learning. The team will observe classes, review documents and student projects, conduct interviews with staff and students at random or in a group (administration / board will not choose which staff or students the team speaks with), and complete any other activities they feel are necessary to adequately complete the PBL School Rubric. The team will individually score the PBL School Rubric and will average their scores to create a final score. The team will be asked to provide a supplementary document (2-5 pages in length) that describes the school's strengths and weaknesses and the reasons they set the school's scores at certain levels. The school will provide the PCSC with no fewer than 3 completed and signed PBL rubrics, the evaluation team members' contact information, and the final report no later than October 1. | | <hr/> 0.00 |
| Measure 2 | Is the school helping 7th grade students to develop project presentation skills? | Result | Points Possible |
| | Exceeds Standard: 86% - 100% of 7th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Presentation Rubric for PBL. | | 200 |
| | Meets Standard: 70% - 85% of 7th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Presentation Rubric for PBL. | | 160 |
| | Does Not Meet Standard: 50% - 69% of 7th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Presentation Rubric for PBL. | | 80 |
| | Falls Far Below Standard: Less than 50% of 7th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Presentation Rubric for PBL. | | 0 |
| Notes | The Presentation Rubric for PBL will be used to evaluate this measure. The rubric will be scored on a 1 to 4 point scale (Below Standard = 1 point, Approaching Standard = 2 points, At Standard = 3 points, Above Standard = 4 points). Presentations will take place within the last 60 days of the end of the school year. 8th grade students will be grouped into teams of 3-5 members. A committee of 3 external evaluators (who are non- staff or board members, their immediate families, or parents of students in the class being evaluated) will observe student presentation. The external evaluation committee will complete 1 rubric for each student. To be included in the data for this measure, a student must have been enrolled at Odyssey no later than the beginning of the 2nd semester of his/her 6th grade year. The school will provide data and the external committee members' contact information no later than October 1. | | <hr/> 0.00 |

| Measure 3 | Is the school helping high school students develop critical thinking skills? | Result | Points Possible | Points Earned |
|--------------|--|--------|-----------------|--|
| | <p>Exceeds Standard: 86% - 100% of 10th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Critical Thinking Rubric for PBL.</p> <p>Meets Standard: 70% - 85% of 10th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Critical Thinking Rubric for PBL.</p> <p>Does Not Meet Standard: 50% - 69% of 10th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Critical Thinking Rubric for PBL.</p> <p>Falls Far Below Standard: Less than 50% of 10th grade students who have been enrolled at Odyssey for at least one year received an average score of 3.0 or higher on the Critical Thinking Rubric for PBL.</p> | | 300 | |
| | | | 240 | |
| | | | 120 | |
| | | | 0 | |
| | | | | <hr style="width: 100px; margin: auto;"/> 0.00 |
| Notes | <p>The Critical Thinking Rubric for PBL will be used to evaluate this measure. The rubric will be scored on a 1 to 4 point scale (Below Standard = 1 point, Approaching Standard = 2 points, At Standard = 3 points, Above Standard = 4 points). Each year, Odyssey will host a 10th grade debate or mock trial within 90 days of the end of the school year. A committee of 3 external evaluators (who are non- staff or board members, their immediate families, or parents of students in the class being evaluated) will observe student presentation. The external evaluation committee will complete 1 rubric for each student. To be included in the data for this measure, a student must have been enrolled at Odyssey no later than the beginning of the 2nd semester of his/her 9th grade year. The school will provide data and the external committee members' contact information no later than October 1.</p> | | | |

| 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? | | 25 | |
| | <p>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.</p> <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 15 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| Notes | | | | 0.00 |

| Measure 1d English Language Learners | Is the school protecting the rights of English Language Learner (ELL) students? | Result | Points Possible | Points Earned |
|--|---|--------|-----------------|---------------|
| | <p>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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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.</p> <p>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.</p> <p>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.</p> | | 25 | |
| | | | 15 | |
| | | | 0 | |
| Notes | | | | <u>0.00</u> |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | Result | Points Possible | Points Earned |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 | |
| | | | 15 | |
| | | | 0 | |
| Notes | | | | <u>0.00</u> |
| Measure 2b GAAP | Is the school following Generally Accepted Accounting Principles (GAAP)? | Result | Points Possible | Points Earned |
| | <p>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.</p> <p>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.</p> | | 25 | |
| | | | 0 | |
| Notes | | | | <u>0.00</u> |

| 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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 | |
| Notes | | | | 0.00 |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| | | 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 | | | <hr/> 0.00 | |
| <hr/> | | | | |
| 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 | | | <hr/> 0.00 | |
| <hr/> | | | | |
| 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 | | | <hr/> 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 occupancy 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 |
| 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 |
| 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 | <p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> | | 25 | |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| Notes | | | | <hr/> 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | 25 |
|---|--|---|--|
| 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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> 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. Falls Far Below Standard: Current ratio is less than or equal to 0.9. | Result 50 10 0 | Points Possible 50 10 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| 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. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> 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. Falls Far Below Standard: Fewer than 15 Days Cash. | Result 50 10 0 | Points Possible 50 10 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| 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. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year. | Result 50 30 0 | Points Possible 50 30 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| Measure 1d Default Default Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments. 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. | Result 50 0 | Points Possible 50 0 | Points Earned <hr/> 0.00 |
| Notes | | | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--------|-----------------|---------------|--|----|--|--|----|--|--|----|------|--|---|------|--|--|------|
| <p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p> | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 10 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2b Debt to Asset Ratio</p> | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 30 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2c Cash Flow</p> | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | | 30 | | | 0 | | | | 0.00 |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2d Debt Service Coverage Ratio</p> | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 0 | | | | 0.00 | | | | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

ODYSSEY 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 |
| | 3a | 100 | 7% | 0.00 | 100 | 6% | 0.00 |
| Growth | 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% |
| 4b1 / 4b2 | | | | | 50 | 3% | 0.00 |
| 4c | | | | | 50 | 3% | 0.00 |
| Total Possible Academic Points | | 900 | | | 1050 | 60% | |
| - 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 |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Implementation of Project-Based Learning | 1 | | | | 200 | 11% | 0.00 |
| Project Presentation (7) | 2 | | | | 200 | 11% | 0.00 |
| Critical Thinking Skills (10) | 3 | | | | 300 | 17% | 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% |

ODYSSEY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|-----------------------------|-----------------------------|-------------|-----------------------------|------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% | of points possible | 90% - 100% | of points possible | 85% - 100% | of points possible |
| <p>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.</p> | 55% - 74% | of points possible | 80% - 89% | of points possible | 65% - 84% | of points possible |
| <p>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.</p> | 31% - 54% | of points possible | 61% - 79% | of points possible | 46% - 64% | of points possible |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 0% - 30% | of points possible | 0% - 60% | of points possible | 0% - 45% | of points possible |

P B L S C H O O L R U B R I C

| Essential Element of a PBL School | Beginning PBL School <i>School leaders have begun taking steps to establish the culture and practices that support PBL, but important challenges remain to be addressed.</i> | Needs Further Development <i>School leaders have taken some steps to establish the culture and practices that support PBL, but the school still has some areas for growth.</i> | Promotes and Sustains Best Practices of a PBL School <i>School leaders have established the culture and practices that support PBL across the school.</i> |
|--|--|--|--|
| Significant Content | <ul style="list-style-type: none"> ▶ The school leadership has a general vision for implementing PBL, but has not established a PBL Implementation Plan to clarify the vision, craft goals, and outline actions to sustain PBL. Training is in progress, but teachers are not clear about “next steps,” how they will be supported, or how the various initiatives are linked. ▶ Some teachers are beginning to implement PBL. ▶ Teachers are developing awareness of how to use the 8 Essential Elements to define quality project design. Teachers are beginning to transition to main course projects that meet the 8 Essential Elements. | <ul style="list-style-type: none"> ▶ The school leadership has developed a PBL Implementation Plan. However, some stakeholders lack understanding of the plan and how PBL and other initiatives are mutually supportive. The plan may focus on too few, too many, or less important actions and staff is experiencing difficulty executing aspects of the plan. ▶ PBL is a method of instruction in most of the targeted content areas as defined in the PBL Implementation Plan. ▶ Most teachers use the 8 Essential Elements to define quality project design. Most projects are main course projects that meet the 8 Essential Elements. | <ul style="list-style-type: none"> ▶ The school leadership has developed a PBL Implementation Plan to realize the articulated vision, meet achievement goals, and sustain PBL. All stakeholders show an understanding of the plan and how PBL and other initiatives are mutually supportive. Staff is experiencing success in executing the plan and maintains a focus on student learning. ▶ PBL is a method of instruction in all of the targeted content areas as defined in the PBL Implementation Plan. ▶ All teachers use the 8 Essential Elements to define quality project design. All projects are main course projects that meet the 8 Essential Elements. |
| 21st Century Competencies | <ul style="list-style-type: none"> ▶ School leadership does not explicitly promote, recognize, and model the use of the 4 C’s. ▶ There are few opportunities for staff to demonstrate the 4 C’s: <ul style="list-style-type: none"> ● <i>Communication:</i> Although there may be a feeling of collegiality among some staff members, staff would benefit from the development of norms to build trust and ensure balanced participation during meetings. ● <i>Collaboration:</i> Although it is more commonplace for teachers to work in isolation, staff is beginning to work in collaborative teams that employ the skills of all group members. ● <i>Critical Thinking:</i> Staff may explore simple problems, but is not afforded opportunities to think critically to analyze complex problems related to PBL implementation and effectiveness for student learning. ● <i>Creativity & Innovation:</i> Staff may lack clarity about how they can go about putting a new idea into practice. (There may be a feeling that too much “red tape” exists or that staff members do not have the authority to truly innovate.) | <ul style="list-style-type: none"> ▶ School leadership is beginning to promote, recognize, and model the use of 4 C’s. ▶ There are some opportunities for staff to demonstrate the 4 C’s: <ul style="list-style-type: none"> ● <i>Communication:</i> Staff has established norms to build trust and ensure balanced participation during meetings; staff is beginning to practice effective communication; norms are usually, but not consistently honored. ● <i>Collaboration:</i> Most staff work in collaborative teams that employ the skills of all group members. ● <i>Critical Thinking:</i> Staff is beginning to think critically to analyze complex problems related to PBL implementation and effectiveness for student learning, but does not consistently use reasoning to identify the best solution, nor use systems thinking to consider how the various components that make up the school system will be impacted by the proposed solution. ● <i>Creativity & Innovation:</i> Staff are beginning to create original ideas that have value and put new ideas into practice. | <ul style="list-style-type: none"> ▶ School leadership explicitly and consistently promotes, recognizes, and models the use of the 4 C’s. ▶ There are consistent opportunities for staff to demonstrate the 4 C’s: <ul style="list-style-type: none"> ● <i>Communication:</i> Staff uses agreed-upon norms to build trust and ensure balanced participation during meetings. Staff shares ideas, gives and receives feedback respectfully, listens actively, and communicates that other opinions are valued. ● <i>Collaboration:</i> All staff regularly work in collaborative teams (sometimes with external partners and the community at large) that employ the skills of all group members. ● <i>Critical Thinking:</i> Staff regularly think critically to analyze complex problems related to PBL implementation and effectiveness for student learning, use reasoning to identify the best solution, and use systems thinking to consider how the various components that make up the school system will be impacted by the proposed solution. ● <i>Creativity & Innovation:</i> Systems are in place that allow staff to innovate, and school culture encourages innovation. |

| | | | |
|--------------------------------|---|---|---|
| In-Depth Inquiry | <ul style="list-style-type: none"> ▶ Although pockets of teachers examine data and engage in inquiry regarding PBL practices and their effect on improving student learning, a true cycle of inquiry around PBL implementation does not occur in the school. | <ul style="list-style-type: none"> ▶ Staff engages in periodic inquiry regarding PBL practices and their effect on improving student learning. However, inquiry may not encompass the steps necessary to actually implement solutions and reflect upon results. ▶ Staff examines data periodically, but increasing the frequency and disaggregating data by groups of students to address gaps in achievement would help teachers refine their PBL practice and improve student learning. | <ul style="list-style-type: none"> ▶ Staff engages in a cycle of regular, ongoing, in-depth inquiry regarding PBL practices and their effect on improving student learning (posing questions, gathering and interpreting data, asking further questions, evaluating and implementing solutions to refine PBL practices, and reflecting upon results). ▶ Staff regularly examines data from project work (project checkpoints, culminating products, rubric scores, behavioral data, etc.) disaggregating data by subgroups to address achievement gaps. |
| Driving Question | <ul style="list-style-type: none"> ▶ Driving Questions are not used to frame the work of staff and stakeholders or to frame meetings (staff meetings, professional development sessions, parent meetings, etc.), which are generally structured to disseminate information. | <ul style="list-style-type: none"> ▶ Driving Questions are sometimes used to frame the work of staff and stakeholders and to frame meetings. However, the Driving Question may be more of a formality than a focus for collaborative inquiry and problem-solving. | <ul style="list-style-type: none"> ▶ Driving Questions are consistently used to frame the work of staff and stakeholders and to focus meetings on collaborative inquiry and problem-solving. |
| Need to Know | <ul style="list-style-type: none"> ▶ Although questions about PBL implementation surface during conversations between leaders and staff, clear mechanisms are not in place for the questions to be collected and addressed. | <ul style="list-style-type: none"> ▶ Some mechanisms are in place for teachers to identify questions they have about PBL implementation; leadership is beginning to practice framing professional development around what staff says it needs to know. | <ul style="list-style-type: none"> ▶ Regular mechanisms are in place for teachers to identify questions they have about PBL implementation; professional development is regularly framed around what staff says it needs to know. |
| Voice and Choice | <ul style="list-style-type: none"> ▶ Staff are provided few or no opportunities to express “voice and choice” on important matters related to PBL implementation. | <ul style="list-style-type: none"> ▶ Staff are provided some opportunities to express “voice and choice” on important matters related to PBL implementation. | <ul style="list-style-type: none"> ▶ Staff are provided significant opportunities to express “voice and choice” on important matters related to PBL implementation (goals, use of professional development time, resource allocation, project design, presentation of student work, etc.). |
| Revision and Reflection | <ul style="list-style-type: none"> ▶ Although staff who attended PBL 101 are familiar with the Critical Friends protocol, it and other revision and reflection protocols are not practiced at the school. ▶ Although leadership engages in informal reflection about the progress of PBL implementation, staff are not included and decisions are not made transparent; the absence of a PBL Implementation Plan creates a barrier for comprehensive reflection to occur. | <ul style="list-style-type: none"> ▶ Staff are beginning to use protocols to engage in revision and reflection. ▶ At key checkpoints, school leadership and staff engage in reflection about the aspects of PBL implementation that are yielding positive results and what needs to be refined; the reflection is not yet comprehensive because established goals are not used to ground the conversation or the reflection does not lead to an adjustment of plans. | <ul style="list-style-type: none"> ▶ Protocols are used regularly by staff to engage in revision and reflection (e.g., Critical Friends, Looking at Student Work, Post Project Reflection). ▶ At key checkpoints, school leadership and staff engage in thoughtful, comprehensive reflection about the aspects of PBL implementation that are yielding positive results and what needs to be refined to meet established goals. Plans are adjusted based on the results of reflection. |
| Public Audience | <ul style="list-style-type: none"> ▶ Data that illustrate successes and areas for growth resulting from PBL implementation are not shared with stakeholder groups. ▶ The school has not established a practice of presenting or exhibiting student work to audiences outside the school. | <ul style="list-style-type: none"> ▶ Data that illustrate successes resulting from PBL implementation are made transparent to some stakeholder groups; areas for growth and information are not presented in clear and timely fashion. ▶ The school is beginning to present or exhibit student work to audiences outside the school, but does not consistently provide opportunities for feedback. | <ul style="list-style-type: none"> ▶ Data that illustrate successes and areas for growth resulting from PBL implementation are made transparent to all stakeholder groups in a timely fashion (while the data is still relevant and helpful). ▶ The school regularly presents or exhibits student work to authentic audiences and seeks feedback from people from both within and outside the school. |

P R E S E N T A T I O N R U B R I C f o r P B L

(for grades 6-8; Common Core ELA aligned)

| | Below Standard | Approaching Standard | At Standard | Above Standard ✓ |
|---|---|---|---|----------------------------|
| Explanation of Ideas & Information | <ul style="list-style-type: none"> uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas | <ul style="list-style-type: none"> uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant | <ul style="list-style-type: none"> uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question (CC 6-8.SL.4) | |
| Organization | <ul style="list-style-type: none"> does not include important parts required in the presentation does not have a main idea or presents ideas in an order that does not make sense does not have an introduction and/or conclusion uses time poorly; the whole presentation, or a part of it, is too short or too long | <ul style="list-style-type: none"> includes almost everything required in the presentation moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order has an introduction and conclusion, but they are not effective generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | <ul style="list-style-type: none"> includes everything required in the presentation states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner (CC 6-8.SL.4) has an effective introduction and conclusion organizes time well; no part of the presentation is rushed, too short or too long | |
| Eyes & Body | <ul style="list-style-type: none"> does not look at audience; reads notes or slides does not use gestures or movements lacks poise and confidence (fidgets, slouches, appears nervous) wears clothing inappropriate for the occasion | <ul style="list-style-type: none"> makes infrequent eye contact; reads notes or slides most of the time uses a few gestures or movements but they do not look natural shows some poise and confidence (only a little fidgeting or nervous movement) makes some attempt to wear clothing appropriate for the occasion | <ul style="list-style-type: none"> keeps eye contact with audience most of the time; only glances at notes or slides (CC 6-8.SL.4) uses natural gestures and movements looks poised and confident wears clothing appropriate for the occasion | |

| | Below Standard | Approaching Standard | At Standard | Above Standard ✓ |
|--|---|---|--|----------------------------|
| Voice | <ul style="list-style-type: none"> • mumbles or speaks too quickly or slowly • speaks too softly to be understood • frequently uses “filler” words (“uh, um, so, and, like, etc.”) • does not speak appropriately for the context and task (may be too informal, use slang) | <ul style="list-style-type: none"> • speaks clearly most of the time; sometimes too quickly or slowly • speaks loudly enough for most of the audience to hear, but may speak in a monotone • occasionally uses filler words • tries to speak appropriately for the context and task | <ul style="list-style-type: none"> • speaks clearly; not too quickly or slowly (CC 6-8.SL.4) • speaks loudly enough for everyone to hear; changes tone to maintain interest (CC 6-8.SL.4) • rarely uses filler words • speaks appropriately for the context and task, demonstrating command of formal English when appropriate (CC 6-8.SL.6) | |
| Presentation Aids | <ul style="list-style-type: none"> • does not use audio/visual aids or media • attempts to use one or a few audio/visual aids or media but they distract from or do not add to the presentation | <ul style="list-style-type: none"> • uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation | <ul style="list-style-type: none"> • uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest (CC 6-8.SL.5) | |
| Response to Audience Questions | <ul style="list-style-type: none"> • does not address audience questions (goes off topic or misunderstands without seeking clarification) | <ul style="list-style-type: none"> • answers some audience questions, but not always clearly or completely | <ul style="list-style-type: none"> • answers audience questions clearly and completely • seeks clarification, admits “I don’t know,” or explains how the answer might be found when unable to answer a question | |
| Participation in Team Presentations | <ul style="list-style-type: none"> • Not all team members participate; only one or two speak | <ul style="list-style-type: none"> • All team members participate, but not equally | <ul style="list-style-type: none"> • All team members participate for about the same length of time • All team members are able to answer questions about the topic as a whole, not just their part of it | |

Presentation Rubric / Grades 6-8 / Page 2

C R I T I C A L T H I N K I N G R U B R I C f o r P B L

(for grades 6-12; CCSS ELA aligned)

| <i>Critical Thinking Opportunity at Phases of a Project</i> | Below Standard | Approaching Standard | At Standard | Above Standard ✓ |
|---|---|---|--|----------------------------|
| <p><i>Launching the Project:</i> Analyze Driving Question and Begin Inquiry</p> | <ul style="list-style-type: none"> sees only superficial aspects of, or one point of view on, the Driving Question | <ul style="list-style-type: none"> identifies some central aspects of the Driving Question, but may not see complexities or consider various points of view asks some follow-up questions about the topic or the wants and needs of the audience or users of a product, but does not dig deep | <ul style="list-style-type: none"> shows understanding of central aspects of the Driving Question by identifying in detail what needs to be known to answer it and considering various possible points of view on it asks follow-up questions that focus or broaden inquiry, as appropriate (CC 6-12.W.7) asks follow-up questions to gain understanding of the wants and needs of audience or product users | |
| <p><i>Building Knowledge, Understanding, and Skills:</i> Gather and Evaluate Information</p> | <ul style="list-style-type: none"> is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources accepts information at face value (does not evaluate its quality) | <ul style="list-style-type: none"> attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from too few sources; some of it may not be relevant understands that the quality of information should be considered, but does not do so thoroughly | <ul style="list-style-type: none"> integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources (CC 6,11-12.RI.7) thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias) (CC 6-12.W.8) | |
| <p><i>Developing and Revising Ideas and Products:</i> Use Evidence and Criteria</p> | <ul style="list-style-type: none"> accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid uses evidence without considering how strong it is relies on “gut feeling” to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria) | <ul style="list-style-type: none"> recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question evaluates and revises ideas, product prototypes or problem solutions based on incomplete or invalid criteria | <ul style="list-style-type: none"> evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient (CC 6-12.SL.3, RI.8) justifies choice of criteria used to evaluate ideas, product prototypes or problem solutions revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria (CC 6-12.W.5) | |
| <p><i>Presenting Products and Answers to Driving Question:</i> Justify Choices, Consider Alternatives & Implications</p> | <ul style="list-style-type: none"> chooses one presentation medium without considering advantages and disadvantages of using other mediums to present a particular topic or idea cannot give valid reasons or supporting evidence to defend choices made when answering the Driving Question or creating products does not consider alternative answers to the Driving Question, designs for products, or points of view is not able to explain important new understanding gained in the project | <ul style="list-style-type: none"> considers the advantages and disadvantages of using different mediums to present a particular topic or idea, but not thoroughly explains choices made when answering the Driving Question or creating products, but some reasons are not valid or lack supporting evidence understands that there may be alternative answers to the Driving Question or designs for products, but does not consider them carefully can explain some things learned in the project, but is not entirely clear about new understanding | <ul style="list-style-type: none"> evaluates the advantages and disadvantages of using different mediums to present a particular topic or idea (CC 8.RI.7) justifies choices made when answering the Driving Question or creating products, by giving valid reasons with supporting evidence (CC 6-12.SL.4) recognizes the limitations of an answer to the Driving Question or a product design (how it might not be complete, certain, or perfect) and considers alternative perspectives (CC 11-12.SL.4) can clearly explain new understanding gained in the project and how it might transfer to other situations or contexts | |

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures

A. Submission of Meeting Materials (Adopted June 13, 2013)

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.

B. New Charter Petitions (Adopted February 13, 2014)

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. 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. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon 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.
- 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.

3. Petition Evaluation Process (continued)

- 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.
- 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 (Adopted February 13, 2014)

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 be 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. 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.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter 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.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- 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.

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

Odyssey Charter School , Inc.
April 17, 2014

Odyssey Charter School, Inc. will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol

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:

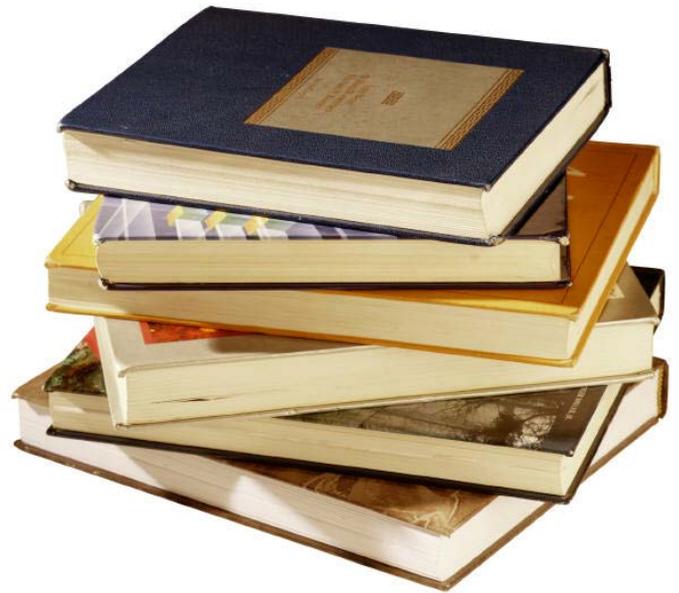
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

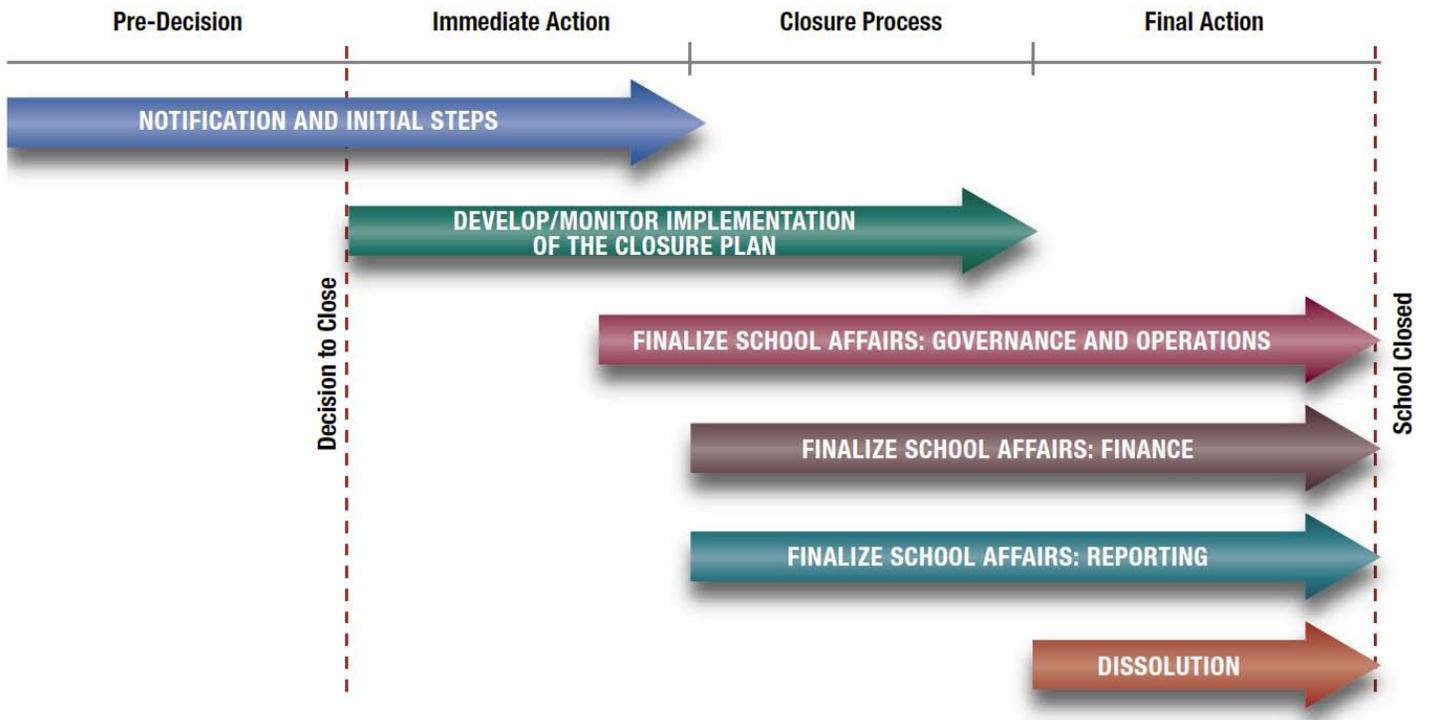
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Legacy 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 March 4, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2011. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **April 17, 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 high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- 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:
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.

- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
- Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do. Work-related programs appropriate for each grade level will be carried out, and will include an eighth-grade experience when each student spends two weeks working in the café under the direct supervision of the administrator. Working alongside the students, the administrator will give students feedback and issue a final grade based upon their work performance.
- Provide a School-to-Work emphasis and school culture by adopting policies that are intentionally designed to prepare students for the rigors and challenges of the workplace, including school policies establishing strict attendance requirements, respect for authority, real-life consequences for both positive and negative behaviors, and a culture of respect and kindness.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn. The principals’ primary responsibility will be to support teachers and protect teaching time and to be present throughout all student contact areas during school hours. The principal(s) will be visible to students in the classroom, in the hallways, in the lunchroom, and on the playground, and will perform before- and after-school duties, and lunchroom duty in order to model attitude and effort and servant leadership. The principal(s) will also provide daily supervision and support of teachers to ensure instructional fidelity.

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 325 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

| | |
|---|-------------|
| Kindergarten | 26 students |
| 1 st Grade | 30 students |
| 2 nd -3 rd Grade | 32 students |
| 4 th – 6 th Grade | 35 students |
| 7 th – 8 th Grade | 50 students |

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. 4015 S. Legacy Way, Nampa, ID 83686. 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:

North Boundary: The center of East Greenhurst Road to include only property on the south side of the road.

East Boundary: The center of Happy Valley Drive to include only property on the west side of the road.

South Boundary: The center of East Lewis Lane to include only property on the north side of the road.

West Boundary: The center of South Powerline Road to include only property on the east side of the road.

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 **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Legacy 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

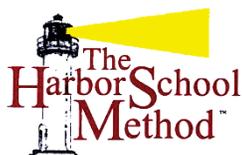
Appendix A: Conditions of Authorization / Renewal

Legacy Charter School, Inc.
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Legacy Public Charter School



A Harbor MethodTM School

Approved Charter for School Year Starting 2011-2012

Amended May 31, 2012

Legacy Public Charter School
Nampa, ID 83686
Contact Persons:
Christine Ivie or Gayle O'Donahue
Phone: (208) 871-7749
Fax: (208) 442-7216

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APPENDIX R- POLICIES

Tab 1

A. Articles of Incorporation & By-laws

See Appendix A for Articles of Incorporation and Appendix B for By-laws.

B. Signatures of Qualified Electors

See Appendix C.

C. Mission Statement & Philosophy

Vision

At Legacy Public Charter School, students will develop a strong academic foundation, strength of character, and the work ethic and attitudes to achieve success in their chosen careers and in all aspects of their lives.

Mission

Legacy 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 high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

Philosophy

The philosophy of the Legacy Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. 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 Legacy Public Charter School setting. The founders believe that a "kind" environment should be extended through the potentially tumultuous junior high/middle school years.

Tab 2

A. Rationale for Legacy Public Charter School

As of 2009, there were 22 traditional public schools serving a student population of over 14,000 within the Nampa School District. In addition, there were four public charter schools and a number of private schools. Of the traditional public schools, none use the Harbor School Method™. Two of the public charter schools, Liberty Charter School and Victory Charter School, use the Harbor School Method™. Liberty Charter School has been in operation since 1998. After its initial lottery, Liberty's waiting list was approximately 300 students. With Liberty's academic success and high level of parental satisfaction, its waiting list continued to grow to over 700 students by 2002. At that time, parents who wanted to provide an education for their children based upon the Harbor School Method™, sought and received approval for a second public charter school utilizing this successful model and Victory Charter School opened its doors in fall of 2004.

Even with a second Harbor School, the number of students whose parents seek to enroll them in a school utilizing the Harbor School Method™ still exceeds the enrollment capacity of both Liberty and Victory. The combined waiting lists have grown to over 3,600 students for kindergarten through 8th grade. Many parents have had their children on a waiting list for Liberty or Victory for several years with little hope of having their child attend either school prior to 8th grade due to the large waiting lists.

Therefore, to address the continued demand by Nampa families, it is in the best interest of the parents, students and general public in Nampa to open another public school dedicated to providing an education based upon the Harbor School Method™. Nampa parents have made it clear that they support choice in education by the overwhelming growth of both public charter schools and of small school learning environments created within the traditional Nampa School District. It is important that the public school system continue to respond to the demands of taxpayers and offer the types of choice that they support for their children. Legacy Public Charter School is a response to a need that has clearly been demonstrated for over a decade.

The founders' purpose for opening Legacy Public Charter School is to provide parents with an educational option based upon the Harbor School Method™ which provides high expectations and standards in academics and behavior in a safe environment with an emphasis on training students to succeed in the workplace. It is the founders' intent to replicate the educational culture and academic success exemplified at Liberty Charter School. Liberty Charter School is the most successful Harbor Method school in the state.

Target Student Population *I.C. 33-5205(4)*

Primary Attendance Area

Legacy Public Charter School is anticipated to be located at the southeast corner of Locust Lane and Southside Road intersection within the Nampa School District. Based upon this location, the primary attendance area would be as follows:

- North Boundary: The center of East Greenhurst Road to include only property on the south side of the road.
- East Boundary: The center of Happy Valley Drive to include only property on the west side of the road.
- South Boundary: The center of East Lewis Lane to include only property on the north side of the road.
- West Boundary: The center of South Powerline Road to include only property on the east side of the road.

If Legacy's location is different than the anticipated location, Legacy founders will construct a similar Primary Attendance Area.

Legacy Public Charter School's goal is to open in the fall of 2011 with grades kindergarten through 8th grade with only one class for each grade. If fewer than 30 students enroll for 8th grade prior to July, 1, 2011, Legacy will not offer 8th grade the first year of operation but will add it the second year.

Legacy Public Charter School's enrollment cap will be 325 students. There is no plan to increase the enrollment cap through the addition of more kindergarten through 8th grade classes or with the addition of a high school.

B. Potential Impact on Nampa School District

Legacy's founders are aware that opening Legacy Public Charter School will have a potential impact on the Nampa School District; however, Nampa's growth should minimize the impact of taking students from their current schools to Legacy Public Charter School. In the past several years the Nampa School District has opened several, new elementary schools and two middle schools to address the district's growth. Most recently, Lake Ridge Elementary and Lone Star Middle School both opened in the fall of 2008, while Endeavor Elementary opened in the fall of 2007. With an overall school enrollment of 325 students, Legacy will not have a huge impact in relation to the district's nearly 15,000 student-body enrollment. In fact, Legacy's total enrollment is less than 2%

of the Nampa School District's total enrollment. For the four middle schools that now serve Nampa, Legacy will affect approximately 120 students and that is only if all the students come from Nampa School District schools. However, it's anticipated that Legacy's student population will include home-schooled students, students from private schools, other charter schools, and virtual charter schools. On the elementary side, Legacy will serve approximately 188 students. The closest elementary schools to Legacy's proposed site are Ronald Reagan Elementary, Sunnyridge Elementary, and Greenhurst Elementary. Again, it's anticipated that in addition to these nearby elementary schools, Legacy will draw students from home-schools, private schools, other charter schools, and virtual charter schools. As a result, Legacy founders estimate that perhaps 60-70% of its enrollment, or approximately 175-200 students, could choose to come to Legacy that had been attending Nampa School District schools.

While in these slower economic times it's perhaps more difficult to project school district growth, historically the Nampa School District has reported annual growth of four to seven percent, or approximately 600-1,000 students. The Nampa School District population is expected to increase as the population of Nampa grows. Currently, the Nampa Chamber of Commerce projects the city of Nampa's population to reach approximately 91,000 residents by the 2010 census.

Additionally, Legacy Founders are committed to remain a small school, with total enrollment capped at less than 325 students in Kindergarten through eighth grade. Therefore, Legacy will not impact the Nampa School District in future years through expansion.

According to the Idaho State Department of Education (2008), only 4% of the state's total public education budget goes towards charter schools. No charter school funding is provided by individual traditional school district funds. Districts, including Nampa School District, are able to acquire additional funding through levies and bonds, regardless of the student population. While Nampa School District will not receive the ADA funding for students enrolled full-time at Legacy Public Charter School, Nampa School District will avoid the costs associated with meeting the demands of growth in their coverage areas. There is a significant benefit to the Nampa School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. There is no financial support that would be provided by the Nampa School District for students that attend Legacy Public Charter School. It is important to remember that charter schools are public schools, and the money that they receive is not being "drained" from public education at all. The founders of Legacy believe that the minimal impact of 175-290 students moving from the traditional school district to Legacy Public Charter

School will be neutralized within a very short period of time and that the district will benefit and continue to grow.

C. Facilities to Be Utilized

Legacy's founders have identified one strong option. Legacy would purchase approximately 3.5 acres of land located at Lava Springs, on the southeast corner of Locust Lane and Southside Road intersection in Nampa, Idaho, and contract to design, build and lease, or purchase a facility.

The first choice is to purchase property and design and build a new facility for Legacy. A new facility provides numerous benefits such as: (i) it may be more economical than leasing or purchasing an existing facility; (ii) it promotes a sense of permanence and stability; (iii) it provides more flexibility in terms of design; and (iv) it can avoid certain pitfalls and uncertainties associated with leases. In an effort to provide the most detailed plans possible, the founders have requested site plans or floor plans (with estimated costs) from a developer regarding our facility options. The developer has indicated that actual site plans would require significant testing and engineering, however, they have been willing to provide us with proposed floor plans, estimated costs, and projected time frames for completion of a Legacy facility.

After researching this issue and speaking with various schools that have secured financing for their facilities in the first year of operation, the founders have identified the general process and organizations that have experience in this area. Preliminary designs have been developed for a 26,597 square foot facility for a fall 2011 opening. The design is similar to the facilities used by Liberty Charter School and Victory Charter School for their kindergarten through eighth grade students. This design has proven to be functional in terms of its floor plan and is economical to build. Although the Lava Springs opportunity is extremely viable, the founders are actively pursuing other facility locations and options.

Notwithstanding the appeal of a new facility, the founders recognize that due to unforeseen events or circumstances, Legacy may not be able to have a new school facility ready for fall of 2011. Therefore, the founders are in the process of developing other alternatives for temporary lease options. One alternative will be to identify a facility with a short term lease option (2-6 months) to ensure a location if a permanent building cannot be completed on time for fall opening in 2011 but can be completed within the first year of operation. In the event the founders are unable to secure a permanent site for the first year of operation, other possible lease options will be found to temporarily (1-3 years) house Legacy until a permanent site is acquired and a new facility is completed. The founders have been communicating with a local realtor who is also the owner of property

located at 904 12th Avenue South in Nampa. The facility was originally a church building but has been utilized as a temporary facility for two different schools. Idaho Arts Charter School utilized the facility until its permanent facility was completed. Most recently, in 2008-2009 school year, a private elementary school leased the facility. The facility has ample classrooms, has been updated for use as a school and has ADA compliant bathrooms. The owner has expressed his intention to enter into a lease with Legacy and will negotiate a lease within the market rate.

See Appendix D for facility documentation.

D. Administrative Services

In order to ensure Legacy Charter School is able to operate efficiently and accomplish its goals, it is the intent of the Governing Board to hire an administrator who has an understanding of and experience in the implementation of the Harbor School Method™. The administrator in a Harbor School is intimately involved in the day-to-day operations of the school through actively monitoring the implementation and quality of the academic program and working to create the Harbor School culture. The administrator is also responsible for the school's financial operations including the development of a budget consistent with the values and goals of the Harbor School Method™.

Because the role of administrator is critical to the success of a Harbor School, the Governing Board will ensure that the Legacy Charter School administrator is fully trained in the Harbor School Method™ and has resources available to successfully implement the Method. The Governing Board will contract with Rebecca Stallcop, under a Management Agreement with BMed, Inc., to serve as the Administrator Trainer for Legacy Public Charter School for the first three years of operation. Mrs. Stallcop developed the Harbor School Method™ and has successfully implemented the program at Liberty Charter School for the past ten years. Mrs. Stallcop will provide training for the Legacy administrator in all aspects of his or her duties and specifically in the implementation of Harbor culture and financial operations, oversight of staff training, and development and implementation of the school budget. Additionally, Mrs. Stallcop will be the final authority for the administrator in all aspects of school management, subject only to the authority of the Governing Board. After the first three years, Mrs. Stallcop will evaluate Legacy annually to ensure compliance with the Harbor School Method™. See Appendix E for Letter of Intent to Contract from Rebecca Stallcop.

In the event BMed, Inc. is unable to provide Administrator Trainer services for Legacy Charter School as set out in the Management Agreement, the Governing Board will appoint an individual with administrative training in the Harbor School Method™ from a list of pre-designated individuals approved by Mrs. Stallcop to serve in her capacity.

Mrs. Stallcop will submit to the Governing Board a list of individuals she has approved as qualified to take her place along with a plan for transition. That list and plan will be reviewed at least annually by Mrs. Stallcop and the Governing Board to ensure the most qualified individuals and current transition plan are available.

E. Civil Liability

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement between the state and Legacy Public Charter School.

Types of Insurance

Legacy Public 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. Legacy Public Charter School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability 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 ensure continuous coverage. Legacy Public Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school. Legacy's authorizer will be named as a co-insured on any liability policy that is secured.

An insurance quote from Moreton & Company, P.O. Box 191030, Boise, ID 83719, has been received. See Appendix F for documentation.

Tab 3

A. Educational Program I.C. 33-1612 & 33-5205(3)(a)

The Harbor School Method™

Legacy Public Charter School's mission and educational program are built upon the foundation of the Harbor School Method™. The Harbor School Method™ was originally founded by Rebecca Stallcop, currently the principal of Liberty Charter School. Long before Liberty existed, Mrs. Stallcop and talented teachers brought their beliefs, knowledge and skills to bear to create a school where students learned more because they were taught more and where expectations for conduct were shared throughout the school. Mrs. Stallcop's passion remains focused on the preparation of future generations who can contribute to a democratic society as exemplars of learning, leading and citizenship.

The Harbor School Method™ is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to a democratic society. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in which these elements have been brought together to create a culture – a way of being as a school.

The Harbor School Method™ integrates elements from five key areas: Student Learning, School Culture, Instructional Fidelity, School Leadership, and Parent Participation. The following is a brief overview of the five key areas taken from the Harbor Essentials Manual. A more detailed description of Student, Teacher, Principal and Parent Responsibilities in each of the five areas is found in the Harbor Essentials Manual in Attachment O.

Student Learning

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method™ is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor School Method™ is centered on student learning in and out of the classroom.

Work habits are established early in life and the Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. An environment in which high academic achievement is an expectation for all students is foundational. The goal of a Harbor School is to

help all students develop their capacity for knowledge, skills and dispositions that equip them to be work and college ready.

What We Believe:

- Teach to the high. All children are capable of learning more than we think.
- Safety is fundamental to learn, develop and succeed.
- Make learning personal and important for students.

School Culture

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning. Harbor principals are accountable for the school culture and must intentionally create the conditions consistent with Harbor philosophy and practices.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior.

The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

Harbor Schools focus on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Respect and personal responsibility is visible in all interactions.

Instructional Fidelity

The quality of learning for students has everything to do with the quality of teaching. Three key elements distinguish a Harbor school:

1. Faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the school's philosophy. Their teaching, leading and working habits emerge from those beliefs.

2. Faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.
3. Faculty and staff understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with the Harbor philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school-wide high performance.

Program and instructional coherence is a signature feature of Harbor Schools. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

School Leadership

The quality of a school, the quality of teaching and the confidence of parents rest on the competence of the school's leaders. Leadership comes from two functions of a Harbor School. 1) The Board of Directors which is responsible for the governance, policies and strategic direction of the school, as well as the link to the parent community; and 2) The school principal, who carries out the expectations of the Board and insures the quality of the school programs.

The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has a direct accountability for the environment in which teachers teach and students learn. The principal's primary responsibility in a Harbor School is to support teachers and protect teaching time. This is not merely a function of scheduling or other administrative activities, but of the principal's presence throughout all student contact areas during school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's

presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

Parent Participation

Harbor Schools depend on the support and engagement of parents. Harbor educators must cultivate strong parental engagement. The school actively works to earn parent trust and confidence to provide a safe and productive learning environment for their children.

It is essential that parents are well informed on the elements of the Harbor School Method™. All Harbor parents understand that they are their child's first teacher. All parents should have sufficient understanding of the method upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the method through classroom visits. Their understanding of Harbor practices is essential for them to support their child's education. Harbor Schools encourage parents to volunteer in various ways to enhance the program's effectiveness.

School- to-Work Emphasis

At Legacy Public Charter School, students will be prepared to enter the work force with the knowledge, skills, and attitudes necessary to be good employees. The Harbor School Method™ curriculum and culture gives students the foundational knowledge base necessary for success. Students learn persistence, good study skills, respect for authority, leadership, cooperation, kindness and respect for peers. Academically, students are challenged and encouraged to go the extra mile to be successful. They gain confidence in their ability to succeed as a result of hard work.

Legacy's policies are intentionally designed to prepare students for the rigors and challenges of the workplace. Policies establishing strict attendance requirements, respect for authority, real life consequences for both positive and negative behaviors and a culture of respect and kindness, train students to become accustomed to an employer's expectations.

Legacy recognizes that the most important factors defining satisfying and successful employment are "Attitude and Effort." Employers look specifically for enthusiasm, efficiency and excellence in those they hire. Legacy will purposefully train its students to develop these characteristics. Work-related programs designed for each grade level teach work ethic, positive attitude and effort. Training culminates in the eighth grade when each student spends two weeks working in the café under the direct supervision of the Administrator. The Administrator works alongside students giving feedback and issuing a final grade based upon work performance. See Attachment P for a detailed description of Legacy's School-to-Work criteria.

Thoroughness Standards I. C. 33-1612

Legacy Public Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

| Standard | Goal | Objective |
|--|---|--|
| Standard 1: A safe environment conducive to learning is provided. | 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. | <p style="text-align: center;">Legacy Public Charter School will:</p> <p style="text-align: right;">Tab 3 p. 16</p> <ol style="list-style-type: none"> 1. 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. 2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools. 3. 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. 4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities. |
| Standard 2: Educators are empowered to maintain classroom discipline. | Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance. | <p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school. |
| Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized. | Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program. | <p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems. |
| Standard 4: The skills necessary to communicate effectively are taught. | Teach students a range of effective communication skills appropriate for the 21 st century. | <p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. 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.. 3. 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 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided. | Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum. | <p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Use the Harbor School Method to ensure student learning including but not limited to: phonics, reading, mathematics, science, history, and literature. 3. Offer a solid health curriculum as required by the state. |
| Standard 6: The skills necessary for the students to enter the workforce are taught | Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive | <p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use of technology as a tool in the 21st century. 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations |

Legacy Public Charter School will achieve the Thoroughness Standards through its curriculum and the unique aspects of the school. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We believe every student is responsible for his or her own learning. We recognize that all children are capable of achieving their potential to the fullest extent if they so choose. We must cultivate a learning environment that encourages full development in all these areas even as we remain dedicated to teaching students effectively as a caring adult can.

Curriculum Overview

In keeping with Legacy Public Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation 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 Legacy Charter emphasizes both the acquisition and application of knowledge.

The Legacy Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Legacy Charter unique. The Idaho State Department of Education’s “Standards and Benchmarks” serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. Legacy Public Charter School will provide solid preparation in the fundamental academic skills of reading, writing, mathematics and science.

Unique Aspects

The distinctive aspects of Legacy Charter include the addition of seventh and eighth grade, the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, and integration of community service into the learning process.

Seventh/Eighth Grade Opportunity – We recognize that the junior high/middle school years are critical to a child’s self-esteem. Therefore, the focus of the seventh and eighth grades is to provide an environment different from what has been the traditional junior high/middle school setting in order to create a learning atmosphere where students experience less stress. There is less movement from room to room, fewer teachers (eliminating the one-teacher-per-subject

format), and fewer students (only one class per grade). The result is a smaller arena that is less threatening to a student's self esteem when taking risks or making mistakes.

To further distinguish the 7th/8th grade opportunity at Legacy, by the third year of operation, a "hybrid," self-contained classroom environment will be added to the educational setting offered at Legacy. In this unique design, 1/3 of the 7th and 8th grade classes will rotate between the traditional classroom setting and a specially-designed, on-site/on-line, yet still self-contained, learning environment. This additional educational opportunity will not only enhance what is in place within the successful Harbor School Method academic program, but will vastly improve today's soon-to-be high school and college-bound students' readiness in the ever-increasing and expected world of online learning that they will encounter at the secondary and post-secondary levels.

While on rotation in the "hybrid" self-contained classroom, students will be supervised by an all-day, in-class educational assistant; will communicate with their peers not on rotation via Skype and other instant electronic communication means, as well as through face-to-face means (lunch, recess/breaks, PE, etc.); and receive direction instruction by their teachers in the online *and* physical learning environments.

The hybrid self-contained classroom itself will be a departure from the traditional classroom as it will be designed to house an online learning environment that provides the various forms in which students can learn online, such as typical, cubicle-type learning areas, college/university student union building/coffee shop setting w/less formal furniture and laptops, group learning areas for online group projects. As a result, not only will students learn how to learn in an online environment, but also in the various physical environments where they and their computers may find themselves.

Finally, this approach allows the Harbor School Method's small school/larger classroom size emphasis to provide even more students the opportunity to attend a Harbor School. Because at any one time 1/3 of each 7th & 8th grade classes will be in rotation, both the 7th & 8th grades can be enlarged to accommodate more students. Therefore, by the third year of operation, both the 7th and 8th grade classes will increase from 36 to up to 50 students.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Legacy Charter curriculum. We will provide instruction in Spanish Language beginning in 3rd grade. Research demonstrates that the study of a second language boosts English proficiency improves memory and self-discipline, and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- knowledge of a second language is essential in over 60 occupations
- each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad

- commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language.

Music: Piano Lessons for Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin show that after only six months, pre-school piano students outperformed those who had not studied piano by 35% on measured intelligence tests. Further studies have shown 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.

Therefore, we will create a piano lab where primary students (grades K - 3) will learn the basics of playing the keyboard. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life. The piano lab will be in place by the third year of operation, or when funds become available in which to purchase the equipment needed to create the lab.

Core Curriculum

Language Arts— Students will study language and literature through reading aloud, grammar and mechanics, vocabulary and spelling instruction. The curriculum is literature based.

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 self-analysis connected with student learning goals through a personal journal, as well as creative, expository writing. Communication skills include speaking and writing.

Science and Health - The Legacy Public Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through

eight 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. As students progress through the curriculum, they deepen and extend their understanding of the basic principles of sciences through a variety of scientific media and through the development of subject-appropriate vocabulary skills. Students will study earth, life and physical science.

Math – Our math program was developed by the K-8 teachers at Liberty Public Charter School. The program is taught in a fast-paced, direct teaching method. We will have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will learn numbers and operations, including numeration, basic operations, properties of numbers and operations, and estimations. Students will also learn Algebra and Geometry. Additionally, students will learn measurements and perform data analysis and probability including data collection and representation, data set characteristics, and probability. Students will also learn problem-solving skills and tools including problem-solving strategies, reasoning and proof.

Social Studies and Community Service - Kindergarten through 8th grade will follow the state standards and benchmarks. American history will be taught in Kindergarten through 8th grade. In fourth grade, the history of Idaho and the Pacific Northwest region will be taught. In the fifth grade, students will be introduced to world history with a four-year sequential study of Ancient Egyptian, Greek, Roman, and Medieval Civilization. In addition, there will be an emphasis on community service in the seventh in 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 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. Legacy 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 which will be in compliance with the Children’s Internet Protection Act. See the Draft Policies.

B. An Educated Person I.C.33-5205(3)(a)

Change remains a core characteristic of the 21st Century. Individuals, as a part of the future workforce, will change jobs an average of eight times, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. Our nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

Legacy's mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- 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;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Legacy Public Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- Learners internalize that what they learn and do in school makes a positive change in the community;
- Challenged learners have an individual plan and support is an intrinsic part of the educational program;

- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

Instructional Methods I.C. 33-5205(3)(q)

Methods

Legacy Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

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 one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning Opportunities

The most significant learning opportunity for our students at Legacy is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is, "*If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year.*" This learning advantage alleviates student anxiety and the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded to Legacy 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 to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

All students will experience a common core of learning that will fulfill the school’s mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;

Legacy 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”:

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Legacy Public Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.

The staff and parents of Legacy Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character.

Harbor School Method™ Instructional Approach

The Harbor Method™ is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Over the past several years, research on learning has established key attributes for effective teaching and effective learning. The Harbor Method incorporates these key elements into its pedagogy. Instruction of concepts and skills is *frequent* and *integrated* into multiple contexts. Concepts and skills are not taught in isolation, but incorporated throughout the day. Teachers *motivate* students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Harbor Method does not separate the development of character in children from the development of their academic skills.

Harbor Schools utilize the Harbor Curriculum for reading, language arts, and math which includes the Idaho State Standards as a foundation. It extends student learning through designation of objectives as either “essential,” which are expected to be mastered at that grade level or “accelerated,” which are expected to be introduced or repeated at that grade level. Teachers design instruction based on the level of cognitive demand that they are helping students achieve.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Harbor Method focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. The Harbor Method incorporates both information and skill development as requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. They learn skills that need to be automatic. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

A detailed overview of the specific curriculum and teaching strategies is provided in the Harbor Essentials Manual in Attachment O.

Math Instruction

The hallmark instructional strategy of the Harbor Method is the *Concept Board*. It is used to teach both the essential and accelerated objectives of the Harbor Curriculum in a repetitive manner. Teachers use their classroom white boards to display the daily concepts, implementing them through direct instruction, and then scaffolding them to build on the skills which are repeated every day. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Teachers are provided CDs illustrating *Concept Boards* that should be used as outlined during the first year of the program. These "boards" have been created by skilled master Harbor Method teachers at every grade level and are artfully constructed to contain both the essential and accelerated curricular expectations for that grade level.

As teachers become more comfortable with the Harbor School Method™, they may alter the *content* in subsequent years, to meet students' needs and curricular expectations. The *Method*, however, does not change.

Mad minutes are done daily in grades 1-8. All teachers do at least one mad minute. Grades 3-6 assess students' skills in timed tests. Math manipulatives are also used to deepen students' understanding. Teachers often incorporate these manipulatives in other instructional activities where they fit. Grade levels utilize Problem Solvers to strengthen the problem-solving component of math. This series incorporates various strategies such as Guess & Check, Draw a Picture, Use Logical Thinking, Work Backwards, etc., to reinforce/practice solving mathematical situations. This connects to the *Concept Board* as well as real-life situations, which is important to Harbor philosophy.

Reading Instruction

The method of Direct Instruction, which ensures quick pacing, repeated and spiraling concepts, and realistic application are used. There are essential elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

It is essential to the Harbor Method that educators be well-versed in research findings of reading. Scientifically based reading research has identified five essential components of effective

reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic awareness**—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- **Phonics**—the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**—the capacity to read text accurately and quickly, including oral reading skills.
- **Vocabulary**—the words students must know to communicate effectively.
- **Comprehension**—the ability to understand and gain meaning from what has been read.

Vocabulary Instruction

Vocabulary development is a key component of a Harbor School. Students learn words taken from numerous sources including the literature used at each grade level as well as the book, *110 Words to Pass the SAT and ACT*, and ISAT vocabulary lists. Students learn words in the context of daily teaching and through “whole body learning” which uses recitation, dramatization, and choral speaking. Teachers integrate new vocabulary into writing, speaking and real life contexts.

Language Arts

There are essential features of the Harbor School Method™ that contribute to the development of competent speakers and writers. Teachers use the Shurley Method to teach the mechanics and the linguistic characteristics of their language. The Harbor Method utilizes the Shurley Method because the successful results of this method have been well-documented. The Shurley Method prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

C. Special Needs Students I.C. 33-5205(3)(q)

Legacy Public Charter School will identify special needs students, including LEP (Limited English Proficient), gifted and talented, and students qualifying for Section 504 and IDEA. Legacy will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with state and federal statutes and regulations. The Idaho Special Education Manual will be used as a guide on developing individualized education plans, planning services, developing our discipline policy, budgeting and providing transportation for special needs students, as necessary. The Legacy Public Charter School Special Education administrator will be the Section 504 Compliance Officer.

Special Education

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:

- Legacy 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 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. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- 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 12, and titled "Student Discipline") to address these issues. See the draft policies for Discipline of Students with Disabilities and Drug and Alcohol Use.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the Least Restrictive Environment as defined by the student's IEP. A paraprofessional will be used to support instruction as allowed by IDEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Legacy Public Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. 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, Legacy Public Charter School will determine the least restrictive environment complying with PL 94-142.

Limited English Proficient

- Legacy Public Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the Legacy LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.
- Legacy Public Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students. A sample Home Language Survey is included in Appendix Q.

Home Language Survey (HLS)

- Registration cards must include at least the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey must go home to the parents.
- If a district has Native American students, more questions should be included such as: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have a least on grandparent that is part of a federally recognized tribe?
- If the survey comes back indicating that a student maybe Limited English Proficient (LEP, they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)
- If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired.
- If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115 (c) (1)), as determined by the individual district.
- Those children placed in a program can be counted for state and Federal funding.
- Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as "LEP" for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Once LEP students are identified, Legacy Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Legacy general education teachers to provide support in the general education classroom. Because the Harbor Model is effective in providing support and intervention for students with a variety of needs, the Legacy LEP program will be designed to allow students to participate in the core curriculum as much as possible. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through two in-service trainings each year. Both trainings will focus on the specific needs of English Language Learners and one will be designed to increase collaboration among general education teachers and the Legacy LEP teacher, Title I teacher and

Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them to meet their language acquisition goals and participate as fully as possible in the general education curriculum. In addition, in the spring or summer, prior to administration of the Home Language Survey and identification of LEP students, Legacy will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to administration of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Legacy assessments are administered appropriately.

Other Special Needs Student Services

Because gifted and/or talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

D. Dual Enrollment *I.C. 33-203(7) & 33-5205(3)(r)*

Legacy Public Charter School students will be permitted to dually enroll as Idaho Code 33-203 permits.

Tab 4

A. Measurable Student Educational Standards *I.C. 33-5205 (3)(b)*

The goal Legacy Public Charter School will constantly strive for and expect is that 100% of our students will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

95% of kindergarteners, 1st, 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).

95% of 5th, 7th, and 9th graders will score a “3.0” or better on the Direct Writing Assessment.

95% of 4th, 6th, and 8th graders will score a “3.0” or better on the Direct Math Assessment.

95% of 3rd, 4th, 6th, 7th and 8th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test.

B. Student Assessment *I.C. 33-52-5(3)(c)*

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Idaho Direct Math Assessment (DMA), Idaho Direct Writing Assessment (DWA), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected.

C. Standardized Tests *I.C. 33-5205(3)(d)*

Legacy Public Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

The IRI is a 10-minute assessment of early reading skills.

Grades K-3, administered in the fall, winter and spring.

The Idaho Standards Achievement Tests.

Spring scores are used to determine AYP for Legacy Public Charter School.

The DMA is a five performance assessment that requires students to show their working knowledge of math.

Currently, grades 4, 6, and 8 will take this assessment.

The DWA is a performance assessment of standard written English.

Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

If selected, grades 4 and 8 will participate in the NEAP.

The NEAP will assess reading, mathematics, science, and writing.

Student assessment evaluation, reported annually, will consist of:

Student baseline developed during the first year using testing results;

A comparison of annual results with baseline scores to assess progress;

Grade-level and school composite scores;

A graph of annual results showing year-to-year change;

A graph of school scores relative to state and national averages; and

Sub-analysis of a variety of variables to identify areas for improvement.

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

D. Accreditation *I.C. 33-5205(3)(e) & IDAPA 08.02.140*

Legacy Public Charter School will obtain accreditation through the Northwest Association of Accredited Schools (NAAS). Throughout the implementation of the school plan, Legacy will utilize the Self-Assessment Idaho School Accreditation Quality Indicators as a guide. The Self-Assessment consists of six standards:

Vision, Mission, and Policies

Highly Qualified Personnel

Educational Program

Learning Environment

Continuous School Improvement

Student Achievement

E. Improvement Planning

Legacy Public Charter School is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would meet with Rebecca Stallcop and/or educators selected by her who are familiar with the Harbor School Method™ and develop a comprehensive plan for improving performance. The Governing Board would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Legacy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

In the event Rebecca Stallcop is unable to fulfill her role in the improvement planning process, the Governing Board will appoint a Harbor School founding board member and two Harbor School founding teachers to develop the improvement plan. Mrs. Stallcop will submit the names of the founding board member and founding teachers selected by her to the Governing Board at the Annual Meeting each year.

Tab 5

A. Legacy Public Charter School, Inc.

Legacy Public Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available. The school's Bylaws and Articles of Incorporation are provided in Tab 1. The Governing Board will be the public agents who control and govern the charter school. In addition, the Governing Board shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Governing Board 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 (I.C. 33-5205(3) (f)).

Organizing Group

The organizing group of founding families has written the petition and elected the initial Governing Board. The Governing Board will recruit candidates for the position of 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 Governing Board. See Appendix H for Organization Chart.

Board of Directors/Governing Board

Initial Formation

The Governing Board of Legacy Public Charter School shall be comprised of five (5) Directors. Two of the Directors shall be either a parent or guardian of a student enrolled in the school. Two of the Directors need not be a parent or guardian but must be conversant with and supportive of the Harbor School Method™ as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at Liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School Method™ by either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School Method™. The fifth Director may be either a parent or guardian of a student at Legacy or meet the criteria of an experienced qualified board member or teacher at a Harbor School or endorsed or qualified by Rebecca Stallcop as set out above.

Selection and Replacement

Legacy's Founders believe that the leadership of its Governing Board is critical to the school's success. Members of Legacy's Governing Board must have clear understanding of the Harbor School Method™ and a strong commitment to its mission and methods. The most effective way to maintain the mission and vision of the school is to appoint individuals to the board who have that strong commitment to Legacy and the Harbor School Method™. Appointment of members of the Governing Board will be staggered with varying length of terms according to the Bylaws.

Powers and Limitations

Legacy Public Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Governing Board. The Governing Board will be legally accountable for the operation of the charter school. Legacy Public Charter School acknowledges that upon approval of the petition, the school's Governing Board will be public agents required by its authorizer to oversee the school. Legacy Public Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Governing Board will have the responsibility to approve the selection of the Administrator, who may not be one of its members. The Governing Board also will be responsible for hearing, and approving or disapproving, the recommendations of the Administrator with respect to changes in staffing, program or curriculum. The Governing Board will, when necessary, adjudicate disagreements between parents and the administration. Legacy Public Charter School commits to keeping complete and accurate Governing Board meeting minutes and to making them available to the public.

Relationship between Governing Board and the Administrator

Administrator- Legacy Public Charter School recognizes the Administrator as the key leader responsible for implementing the Harbor School Method™ as well as institutional procedures and policies. It is only under the leadership of a strong Administrator that Legacy will succeed in creating a strong Harbor school culture. In conjunction with a Governing Board that understands the Harbor Method and acts to support the Harbor trained Administrator and enforce policies on a consistent basis, the Administrator is responsible for meeting Legacy's mission as described in the authorized charter. The Administrator is accountable to the Governing Board for successful implementation of all curriculum and educational programs and for meeting the measurable student educational standards set out in the charter.

We anticipate contracting with an Administrator prior to the opening of the school to assist in purchasing, recommending teacher applicants to the Governing Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Administrator is included below. A more detailed description of the Administrator's responsibilities in a Harbor Method School is identified in Harbor Essentials document in Appendix O.

Responsibilities:

1. Maintain a coordinated and challenging K-8 curriculum which effectively implements the Harbor School Method™ and successfully fulfills the school's mission.
2. Supervise administrative staff with an effective blend of delegation and authority, measures of accountability and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures, and the Harbor School Method™.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the board as required regarding:
 - a. Coordination with the Authorizer
 - b. Staff communications
 - c. Meeting coordination
 - d. Parent interactions, and
 - e. Staff information review.
7. Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information and the Administrator is not absent from the school during the school day.
8. Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.

9. Develop and follow a financial budgeting plan that is fiscally conservative, meets State and Federal requirements and is consistent with the Harbor Method.
10. Perform other duties as assigned by the Governing Board.

Upon hire, the Administrator position may be evaluated semi-annually by the Governing Board based on mutually agreed upon criteria.

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of a service organization serving the school, the Administrator of the school, and school employees. The Administrator will be empowered to provide educational direction, administration, and on-site, day-to-day operation, among other areas, as directed by the Governing Board.

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 fundraising committee, a Parent-Teacher Association (PTA), as well as others.

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.

B. Parental Participation *I.C. 33-5205(3)(f)*

The PTA and Governing Board of Legacy Public Charter School may provide consultation to the Administrator regarding on-going plans for the school. Legacy Public Charter School is committed to ensuring that parents of students who attend its program 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, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins which will include signing the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trip policy, bus safety, insurance and student injuries, homework policy, dress policy, and the discipline plan.

2. Parents will be highly encouraged to attend two parent-teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing at least one of the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
4. Parents will be highly encouraged to provide an appropriate learning environment at home for study.
5. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).
6. Parents will be highly encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents.
7. Parents will be highly encouraged to attend and participate in the Governing Board monthly board meetings.

Community and Business Partnerships

Legacy Public Charter School has no formal business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

C. Annual Programmatic Operations Audit *I.C. 33-5205(3) (k)*

Legacy Public Charter School, will conduct an annual programmatic operations audit for the purpose of providing Legacy Public Charter School an opportunity for self-reflection and outside observation to help ensure operational success and fulfillment of the Legacy Public Charter School's vision, to assist Legacy Public Charter School with school improvement and strategic planning, and to identify and inform its authorizer of Legacy Public Charter School's strengths and deficiencies, including failure to comply with statute, administrative rule, or the terms of the charter. Legacy Public Charter School is committed to comply with all Idaho statutes and Idaho Public Charter School Commission policy with regard to programmatic operations audits.

Deadline for Programmatic Operations Audit

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to Legacy's authorizer no later than October 15th for the previous school year (IDAPA 08.03.01.301.12).

Participation in the Programmatic Operations Audit

In its first three years of operation, Harbor Method Founder Rebecca Stallcop will lead the annual programmatic audit to ensure not only proper reporting of the school's overall annual education outcomes, but also to ensure compliance in successfully implementing the Harbor Method educational model. The programmatic operations audit will be conducted with the input of at least two persons outside the immediate stakeholder group of Legacy Public Charter School. These persons may include other public charter school administrators or board members, local school district board members or staff, representatives of charter school support entities such as the Idaho Charter School Network, and other knowledgeable members of the public. Other members of the programmatic operations audit team may include current and former governing board members, founders, teachers, parents, students, representatives of the authorized charter entity, and other stakeholders.

Dispute Resolution

The school's authorizer and the Governing Board of Legacy 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 Idaho State Board of Education for notice of defect and submission of a corrective action plan.

D. Annual Financial Operations Audit *I.C. 33-5205(3)(k)*

Legacy Public Charter School will conduct a full and complete audit of the financial statements of the school as required by Idaho Code Section 67-450B and prepare an annual statement of financial condition and report of the school as of the end of fiscal year in a form prescribed by the state superintendent of public instruction as required by Idaho Code Section 33-701. Legacy will contract with a Certified Public Accountant to conduct the financial audit and shall file one (1) copy of the audit report with the State Department of Education and one (1) copy with its authorizer no later than November 10 of each year.

Tab 6

A. Employee Qualifications *I.C 33-130 & 33-5205(3)(g)*

Legacy Public Charter School's full time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Legacy Public Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1).

Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g). Legacy Public Charter School reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interest of the educational program. Additionally, Legacy Public 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.

The Administrator will make recommendations to the Governing Board for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written work agreement approved by the Legacy Public Charter School's Governing Board.

Professional Opportunities

Faculty at Legacy Public 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. In-service training days will be held as much as possible before the first day of school.

Background Checks

All employees will undergo State of Idaho criminal background and Federal Bureau of Investigation 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

Legacy Public Charter School will employ one full time teacher per grade level, with additional staff for music, physical education, computer and foreign language as the budget permits. We will utilize educational assistants in classes where needed.

Estimated Staff: 18 FTE in Year 1

Administrator – 1 FTE

Kindergarten -- .5 FTE

First Grade –1 FTE

Second Grade – 1 FTE

Third Grade – 1 FTE

Fourth Grade – 1 FTE

Fifth Grade – 1 FTE

Sixth Grade – 1 FTE

Seventh Grade – 1 FTE

Science -- .5 FTE

Music -- .5 FTE

Educational Assistants – 6 FTE (includes PE, Computer and Spanish teachers at .5 FTE)

Administrative Assistant – 1.5 FTE

Special Education Teacher – 1 FTE

If enrollment interest permits the addition of 8th grade the first year of operation, Legacy will add the following:

Eighth Grade – 1FTE

Educational Assistants -- .5 FTE

Teacher Certification

A copy of the certificate for all certified teachers/staff members will be kept on file at Legacy Public Charter School and will be provided upon request.

B. Health and Safety *I.C. 33-5205(3)(h)*

To ensure the safety of our employees and students, Legacy Public Charter School will comply with the following health and safety procedures:

Conduct criminal history checks for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.

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 Legacy Public Charter School.

Require that all visitors sign in at the office when visiting the school building.

Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.

Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies at minimum address the above and the following items:

Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.

Policies relating to preventing contact with blood borne pathogens.

A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.

Policies relating to the administration of prescription drugs and other medicine.

Policies establishing that the school functions are 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.

C. Employee Benefits *I.C. 33-52-5(3)(m)*

All employees will participate in the following programs and benefits: group health insurance, sick leave benefits, Public Employee Retirement System of Idaho (PERSI), Federal Social Security, Unemployment Insurance, and Worker’s Compensation Insurance to the extent allowed and required by law.

D. Transfer Rights *I.C. 33-5205(3)(o)*

Employees of Legacy Public Charter School are not employees of the Nampa School District. They may apply to teach in any school district. Teachers at Legacy Public Charter School will not be eligible for an in-district transfer to another school within the Nampa School District.

Experience

Certified teachers at Legacy Public Charter School are public school teachers. Their service at Legacy Public Charter School counts as one year experience on the state indexing scale.

E. Collective Bargaining *I.C. 33-5205(3)(p)*

Legacy Public Charter School's staff and employees will be a separate unit for purposes of collective bargaining.

F. Written Contract *I.C. 33-5206(4)*

All teachers and administrators will be on a written contract with Legacy Public Charter School, Inc., as approved by the state superintendant of public instruction. All employees will undergo an annual performance review.

Tab 7

A. Admission Procedures *I.C. 33-5205(3)(i)*

Enrollment Opportunities *I.C. 33-5205(3)(s)*

The Governing Board will take the following steps to insure the Nampa community is aware of the enrollment opportunities at Legacy Public Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the Legacy Public Charter School attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of Legacy Public Charter School. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in Legacy Public Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Legacy Public Charter School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

Legacy Public Charter School will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Legacy Public Charter School. In the case of a family with more than one (1) child seeking to attend Legacy Public Charter School, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Legacy Public Charter School on or before the enrollment deadline established by the Governing Board. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to Legacy Public Charter School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for

admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences *I.C. 33-5206 & 33-5205(3)(j)*

Legacy Public Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Legacy has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

Priority of Preferences for Initial Enrollment

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Legacy. Legacy will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Legacy Public Charter School).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- d. Fourth, students who reside outside the primary attendance area of Legacy Public Charter School.

Priority of Preferences for Subsequent Enrollment Periods

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to Legacy Public Charter School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.

- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Legacy Public Charter School.
- c. Third, to siblings of pupils already enrolled in Legacy Public Charter School.
- d. Fourth, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- e. Fifth, to prospective students residing outside the primary attendance area of Legacy Public Charter School.

Proposed Attendance List for Lottery

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by Legacy Public Charter School, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

Equitable Selection Process

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to Legacy Public Charter School by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing

sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of Legacy Public Charter School, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founder’s and full-time employee’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of Legacy Public Charter School for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E,” based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Legacy Public Charter School in that grade, and shall be offered admission to Legacy Public Charter School in such grade until all seats for that grade are filled.

Notification and Acceptance Process

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Enrollment Cap

Each grade shall be made up of one class per grade level kindergarten through eighth grade and the total enrollment capacity for the school will be 325 students. The enrollment cap for each grade level shall be:

- Kindergarten 26students
- First Grade 30students
- Second Grade 32students
- Third Grade 32students
- Fourth Grade 35students
- Fifth Grade 35students
- Sixth Grade 35students
- Seventh Grade 50students by year 3
- Eighth Grade 50 students by year 3

B. Discipline Procedures *I.C. 33-5205(3)(l)*

Legacy Public 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. Legacy Public Charter School will assemble a

student handbook that describes school rules and procedures including expectations and consequences for unacceptable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy via phone calls, in writing, or during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Administrator or to the Governing Board for further discussion and appropriate action.

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to, the following steps:

Step 1: Parent/Guardian notification by teacher or staff (Written and Verbal).

Step 2: Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.

Step 3: Suspension with parental notification

a. Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or

b. Five Day Suspension with re-admission after a hearing within five (5) school days with the Governing Board. Pursuant to Idaho Code Section 33-205, the Governing Board may extend the suspension.

Step 4: Expulsion to be determined by the Governing Board in compliance with Idaho Code Section 33-205.

See Disciplinary Policy, Appendix R.

C. Alcohol or Controlled Substances

Legacy Public Charter School will comply with Section 33-210, Idaho Code for students using or under the influence of alcohol or controlled substances. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Legacy Public Charter School is committed to the concept of having a drug free work and student environment. Programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

See Drug and Alcohol Policy, Appendix R.

D. Public School Attendance Alternative I.C. 33-5205 (3)(n)

Because Legacy 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 Nampa School District. Students located within the attendance area of Legacy Public Charter

School would have the option to enroll in existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Legacy Public Charter School, but through parental choice and equitable selection.

E. Public Notice of Enrollment Opportunities

The process by which Nampa area citizens will be made aware of the enrollment opportunities include:

Public service announcements through media outlets,

Public notices at public buildings,

Publications sent home with students.

Announcement through school web site.

F. Denial of School Attendance *I.C. 33-205 & 33-5205(3)(i)*

Legacy Public Charter School will comply with Idaho Code Sections 33-205 and 33-206 regarding denial of enrollment or denial of school attendance by expulsion. The Governing Board will establish the procedure to be followed by the Administrator for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process (I.C. 33-205).

See Appendix R for Discipline Policy, Suspension and Expulsion.

G. Student Handbook

Legacy Public Charter School will produce a complete student and parent handbook that describes the school rules and procedures before parents begin the admission procedure. The handbook will be available in printed form as well as on the school's website. For current draft see Appendix N. A final handbook will not be approved by the Governing Board until the Administrator has reviewed it.

Tab 8

A. Business

i. Business Description

Legacy Public Charter School, Inc. is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, Legacy Public Charter School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c) (3) of the Internal Revenue Code of 1986 (or corresponding provisions 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). Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available.

ii. Marketing Plan

1. 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. To ensure those who would like the opportunity to have their child(ren) attend Legacy Public Charter School, or, if demand exceeds the school's stated enrollment, to place their child(ren) in the school's lottery, the following marketing plan has been established: Because Legacy has been formed as a result of the continued demand for an additional Harbor Method School in Nampa, Legacy will provide printed post cards, postage, and reimbursement of incidental costs to Liberty Charter School and Victory Charter School, Nampa's already existing Harbor Method Schools, for the purpose of notifying those on these two schools' waiting lists of Legacy's opening and notice of information meetings. [Time/work by employees at either Liberty or Victory Charter School in regards to this effort will be carried out either before or after school hours and reimbursed by Legacy.] The postcards may be sent up to three times before the school's enrollment or lottery deadline.
2. Upon approval, Legacy representatives will conduct information meetings in Nampa to notify residents of the school's opening, its mission/vision/philosophy, learning program, and other information pertinent to assisting parents in making an informed decision about their children attending the school. There will be a representative available with Spanish-speaking abilities should there be those in attendance needing such assistance. It's anticipated at least three meetings will occur prior to the school's opening.
3. Upon approval, Legacy's marketing team will create a school website for the purpose of sharing information about the school.

4. Upon approval, Legacy will access various local media in the Treasure Valley (radio, TV, web, newspaper, etc.), either through paid or earned media, to inform the public about the school and to keep the community updated throughout the start-up process.
5. Upon approval, Legacy will create notices to be sent to home addresses in the school's primary attendance zone so that its neighbors are informed of the additional school choice opportunity.

As marketing pieces are developed, care will be taken to ensure they are created in both English and Spanish formats so that the greatest demographic possible is reached within the Nampa community.

iii. Governing Board Resumes

See Appendix I for resumes of Governing Board members.

iv. Legacy Public Charter School's Financial Plan

Day-to-Day Operations

The Administrator of Legacy Public Charter School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

Budget: The budget for Legacy Public 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 form prescribed by the state superintendent of public instruction.

v. Start-Up Budget

See Appendix J for budget.

Income Sources: See Appendix J for income sources. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Legacy Public Charter School will apply for a start-up grant once it is granted status as a non-profit organization pursuant to Section 501(c) (3) of the Internal Revenue Code. See Appendix G for documentation of the application for Section 501(c) (3) status.

Working Capital and Assets: Legacy Public Charter School does not expect to have working capital and assets until after the Charter is approved.

Fundraising: A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

Expenditures: Expenditures will be handled as described in the following sections:

Purchasing Process: Until alternative arrangements are made, the Administrator will determine procedures for procuring goods and services, with approval of the Governing Board.

Financial Management: The accounting records will be kept in accordance with general accepted accounting principles. Legacy Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator, or designee, 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.

vi. Three-Year Operating Budget

See Appendix J for budget.

vii. First Year Month-by-Month Cash Flow

See Appendix J for budget.

B. Budget

See Appendix J for budget.

C. Transportation I.C. 33-5205(3)(t) & 33-5208(4)

Transportation will be provided to students residing in the primary attendance area and at selected pick-up locations for out-of-attendance area students. If seating becomes limited, priority will be given to students residing in the primary attendance area. In providing transportation services, Legacy will comply with Idaho Code 33-402(2) and 33-1510. See Appendix K for documentation of Brown Bus Company's interest in submitting a bid at the appropriate time to provide transportation services for Legacy.

D. Food Service

At the time of enrollment, students will be given the opportunity to complete the federal free or reduced lunch form. Lunch will be provided to all first through eighth grade students with cost, but that cost will be reduced or waived for eligible students. Lunch will be prepared daily in the school's cafeteria facility or will be brought in through a subcontracted third party caterer.

Tab 9

Virtual Schools and Online Programs

By the third year of operation, Legacy Charter School will put in place the “Harbor Room.” The Harbor Room will be a self-contained, hybrid, online-type classroom within the school’s building where 7th and 8th grade students will rotate between this learning environment and their traditional classroom in such a manner that at any one time 1/3 of these students will be learning in this on-site/on-line environment. The role of the Harbor Room is to serve as an on-site location for 7th and 8th grade students to gain experience with online learning while in a safe, organized, self-contained classroom so that they will gain the skills, confidence and work ethic necessary to succeed when they enroll in high school and post-secondary online courses. Upon graduating from Legacy Public Charter School, we will expect our students to demonstrate understanding of digital learning accountability measures, software/hardware use and digital file management, as well as meta-cognitive strategies required to be successful and experienced virtual learners. It is our goal that the Harbor Room at Legacy will be a tool that helps us uphold the promise to our community: to prepare students for entrance into any Idaho public secondary environment, whether traditional, virtual, or charter, or combination thereof.

Learning management system to be used (systems by which courses will be delivered)

While on rotation in the Harbor Room, students will use a variety of online learning management tools, including: a skype-type set up where students will be connected to their traditional classroom in the building so as to receive direct instruction and online interaction with their teachers and peers in all academic areas; a Pages and Numbers APP (or similar) for online note-taking; Flashsync APP, Conundra APP and Educreations APP (or similar) for mathematics work, including concept boards participation, a hallmark of any Harbor School; and Skitch APP (or similar) for Language Arts instruction. Additional online learning formats will be explored as the Harbor Room is established to continually make the online/onsite learning component relevant and up-to-date technologically. It is anticipated that by the time Legacy students have completed the 7th and 8th grades they will each have spent more than 2,000 hours in the Harbor Room digital learning environment.

Role of the online teacher (include the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course, and the means by which student work will be assessed)

Since this is a modified, hybrid type of online learning with the online environment within a self-contained classroom in Legacy's brick-and-mortar building, the 7th and 8th grade certified teachers will serve as the "online" teachers while students are on rotation in the Harbor Room. As such, their role will be to present all direct instruction and content through a Skype-type delivery system. In other words, while they are teaching in their traditional classroom down the hall, students in the Harbor Room will participate with and receive instruction, content and feedback from their teachers (and peers as appropriate) via the Harbor Room's laptops, ipads and/or additional technology as appropriate. The certified teachers who present the core courses will be responsible for instructing students in commonly used online learning protocols (i.e., account management, student portal, appropriate use of instructor/student communications, digital accountability methods and student management systems) and will be aided by educational assistants assigned to the Harbor Room. Additionally, the certified teachers for these grades will visit their students in the Harbor Room daily to, among other things, monitor student progress and discipline in the online, hybrid environment; provide face-to-face feedback and to assess in person students' online work. To formally assess students' work while in the Harbor Room, as well as their attitude & effort in this online-type environment, a specially-designed progress report card will be created for the 7th & 8th grades to include outcomes observed and grades specific to the learning taking place in the Harbor Room. While the Harbor Room is to serve as an onsite location for 7th and 8th grade students to gain experience in online learning, it will be understood that not all students may have the maturity to succeed in such an environment at the same time. Therefore, it will be expected that prior to going on rotation in the Harbor Room students are able to demonstrate the ability to take personal responsibility for their work, to maintain focus with little redirection, and to have the maturity to affect positively the online learning environment.

Means by which students will receive appropriate teacher-to-student interaction (including timely, frequent feedback about student progress)

The Harbor Room is purposely designed in such a manner to help train students in the 7th and 8th grades so they will be successful in online learning environments once they reach high school and post-secondary schooling. The planned rotation whereby at any time only 1/3 of the 7th and 8th graders will be learning in the Harbor Room will help eliminate the possibility of a "sink or swim" approach. Therefore, while on rotation in the Harbor Room teacher-to-student interaction will occur as follows: Students will participate via a skype-like delivery system with their peers in the traditional classroom down the hall so that immediate participation and feedback will be available to those in the online environment during their teachers' course content presentations. Additionally, while in the Harbor Room rotation, students will complete and hand in homework and other assignments via APPS such as harborroom.weebly.com, homework calendar and Khanacademy.org. The 7th & 8th grade teachers will also visit their students and educational assistant in the Harbor Room to provide in-person feedback, redirection, one-on-one

assessments, etc. Through all these measures while in the Harbor Room these students will have the support and guidance of their certified teachers and the fluid capability to return to the traditional classroom for face-to-face instruction if or when necessary.

Means by which student attendance is verified and the awarding of course credit given

Again, since the Harbor Room's classroom provides a hybrid, online, self-contained environment within its physical structure, students' attendance will be taken both physically when they arrive each morning (educational assistant to conduct), as well as through an online app so as to create the expectation they will need to be accustomed to when in a complete online environment. All student work while in the Harbor Room rotation will be completed and turned in online. Content will be identical to what is presented in the traditional classroom, however, assignments related to content will vary so as to maximize the use of online learning apps and approaches while on rotation in the Harbor Room. However, whether they are in the traditional 7th and 8th grade classroom or in the Harbor Room, course content will correlate to the Idaho State thoroughness standards. **Combined with the regular, self-contained classroom, in the Harbor Room 7th and 8th grade students will receive credits for content areas meeting all Common Core Standards successfully.**

Plan for technical support relevant to delivery of online courses

In the online, hybrid environment we see a new opportunity within our School-to-Work program (another Harbor School learning hallmark) in which the 7th & 8th grade students will be trained and provided instruction in the proper care and maintenance of the technologies in place in the Harbor Room and will be assigned as "employees" to do basic trouble-shooting, cleaning, set up and take down each day of the various technologies used. The educational assistant will also receive professional development in the care and maintenance of the technologies used, and the school's technology coordinator, along with the certified teachers, will provide the technical expertise necessary beyond the basic care & maintenance to ensure the Harbor Room's technologies remain operational and up to date.

Plans to ensure equal access to all students (including provisions of necessary hardware, software, and internet connectivity required for participation) in the online coursework

When students are identified as needing accommodations to ensure equal access to the hybrid online environment, the school will provide the appropriate technology that will allow student access to the core curriculum, and will refer to Tab 3 of this charter, and I.C. 33-5205(6)(h), as guidance for meeting the requirements of special needs students in the least restrictive environment

Tab 10

A. Business Arrangements & Partnerships

Legacy Public Charter School does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. However, Legacy intends to contract with the following:

- Contract with Rebecca Stallcop to provide oversight and training in the Harbor School Method™ during the first three years of operation and to evaluate Legacy's compliance with the Method on an ongoing basis after year three. See Appendix E for Letter of Intent to Sign a Contract with Legacy Public Charter School from Rebecca Stallcop.
- Contract with individual Harbor School Method™ teachers from Liberty or Victory Charter Schools to mentor and /or monitor its teachers through their first year of working at the school, and beyond, if deemed necessary by the Legacy administrator and/or mentor teacher.

B. Additional Information

School Status

Legacy Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private school, or a school operated for profit.

Student Fees

No fees from students are planned at this time. Fees may be identified in the future by the Administrator, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. Legacy Public Charter School is a public charter school and will not charge tuition.

Public Access

Legacy Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the Nampa School District unless otherwise determined by the Governing Board. Legacy will comply with all aspects of the Idaho Public Records law (Idaho Code Sections 9-337 through 9-350), with the Idaho statutes relating to public records and public meetings, as indicted in its Bylaws, and with the Idaho Open Meeting Law (Idaho Code Sections 67-2340 through 67-2347). Legacy will also comply with federal law regarding student records and privacy.

Complaint Process

Legacy Public Charter School's complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Governing Board of Legacy Public Charter School:

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found to the dispute, the Administrator will intervene and attempt to find a resolution.
3. Ultimately, the issue could be brought before the Governing Board for resolution. Once all needed input has been obtained by the Governing Board, the Board will render a final decision.

School Records

Legacy Public Charter School's Administrator will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

IRS Regulations

Legacy Public Charter School will comply with all Internal Revenue Service regulations and reporting requirements.

Use of District Facilities

Legacy has no arrangements to utilize any Nampa School District facilities, or facilities of any other local public school. The Legacy Governing Board will develop policies regarding the use of Legacy's facilities by other school districts and the general public.

Inspection Reports

Legacy Public 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. Legacy Public 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.

Amending the Charter

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of the Legacy Public Charter School's Board of Directors and the Idaho Public Charter School Commission.

Proof of Attendance at the Petitioner's Workshop

Two founders and the individual drafting the charter document attended the Petitioner's CharterStart! 101 Workshop held on March 2, 2009. One founder attended the Workshop held October 5, 2009. See Appendix M for documentation.

Policies and Procedures

See the attached policies and procedures on discipline, attendance, drug and alcohol use for Legacy Public Charter School. These policies will be considered drafts until the Administrator is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Nampa School District Board policy will become the default policy.

C. Termination *I.C. 33-5205(3)(u)*

Dissolution

In cases of termination, the Governing Board of Legacy Public Charter School is responsible for the dissolution of the business and affairs of the school. Legacy will fully cooperate with its authorizer for the dissolution process. All records of students residing the Nampa School District will immediately be transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. Legacy will accommodate student record requests from schools outside the Nampa School District for up to one year after dissolution. Upon the dissolution of Legacy Public 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 distrusted to Legacy's authorizer.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

| Requirement | Description | Submit To | Deadline | Notes |
|--|---|-----------|---|---|
| New Charter School Bootcamp | Attend training session with SDE; provide proof of attendance. | PCSC | May 31 | The bootcamp will generally be held in March or April. Proof of attendance is due by May 31. |
| Pre-Opening Dashboard | Complete the dashboard; include in Pre-Opening Update materials. | PCSC | May 31 | All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31. |
| Enrollment Report | Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials. | PCSC | May 31 | |
| Facilities Report | Update the Facility Template; include in Pre-Opening Update materials. | PCSC | May 31 | |
| Updated Pre-Opening Timeline | Update the Pre-Opening Timeline; include in Pre-Opening Update materials. | PCSC | May 31 | |
| School Calendar | Prepare school calendar for SDE; provide copy for PCSC. | SDE, PCSC | May 31 | |
| Charter School Advance Payment Request | | SDE | June 1 | |
| Advance Payment Request - Transportation | | SDE | June 15 | |
| Consolidated Federal and State Grant Application | If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE. | SDE | June 30 | Not applicable for schools not intending to have a Title I program |
| Budget | Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC. | SDE, PCSC | July 15 | |
| Updated 1 st Year Cash Flow | Update the 1 st 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 1 st 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.

PROPOSED PERFORMANCE CERTIFICATES

TAB 5 Page 263

Appendix D: Articles of Incorporation and Bylaws

09 JUL -2 PM 2: 33

Articles of Incorporation
Legacy Public Charter School, Inc.

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 I-- Corporate Name

The name of the corporation shall be Legacy Public Charter School, Inc.

Article II -- 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 provisions 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 non-profit 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 limitations, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

Article III -- Registered Office and Agent

The physical address of the registered office of the Corporation is 1423 Spruce Creek Loop, Nampa, ID 83686, and the name of its initial registered agent is Christine Ivie.

Article IV -- 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 more than five (5). The number of directors constituting the initial Board of directors of the Corporation shall be three (3) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Christine Ivie 1423 Spruce Creek Loop, Nampa, ID 83686
 Sandy Colbert 2026 Moose Creek Drive, Nampa, ID 83686
 Bart McKnight 3709 Clifton Way, Nampa, ID 83686

IDAHO SECRETARY OF STATE
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Article V -- Incorporators

The name and address of the initial incorporator is Christine Ivie, 1423 Spruce Creek Loop, Nampa, ID 83686

Article VI -- Mailing Address

The mailing address of the corporation shall be: c/o Christine Ivie, 1423 Spruce Creek Loop, Nampa, ID 83686.

Article VII -- Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

Article VIII -- Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. Upon winding up and dissolution of this Corporation, and paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to the authorizing chartering entity.

Article IX -- 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 X -- Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

Article XI -- Amendment to the Articles

These Articles may be amended only upon the unanimous consent of a quorum of the Directors.

Dated: July 1, 2009

Incorporators:
Christine M. Ivie
Christine Ivie

Bart McKnight
Bart McKnight

Sandy Colbert
Sandy Colbert

BYLAWS

LEGACY PUBLIC CHARTER SCHOOL

Article I Membership

The Corporation shall have no members.

Article II Board of Directors

A. Powers

The Board of Directors ("Board") shall conduct or direct the affairs of the Corporation and exercise its powers subject to the limitations of the Idaho Nonprofit Corporation Act, the Articles of Incorporation, and 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 are exercised under the Board's ultimate jurisdiction.

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:

1. To appoint and remove officers, agents, 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 its Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Idaho Nonprofit Corporation Act and the limitations noted in these Bylaws.

B. Number of Directors and Term

The Board shall be comprised of five (5) Directors serving in staggered terms for which no more than two (2) such terms will expire in any year. The five (5) seats of the Directors shall be designated, solely for identification, with the letters A through E.

The Directors' initial terms shall expire at the adjournment of the Annual Meeting of the Directors in the designated years:

Director A Term expires in 2012
Director B Term expires in 2013
Director C Term expires in 2013
Director D Term expires in 2014
Director E Term expires in 2015

Following expiration of their initial terms, the term for each seat will be three (3) years, expiring on each anniversary divisible by three (3) of the expiration for that seat's initial term.

C. Appointment of Directors

1. Qualification. The Directors holding seats A and B shall be either a parent or guardian of a student enrolled in the School at the time of their appointment.

The Directors holding seats C and D need not be a parent or guardian of a student, but must be conversant with and supportive of the Harbor School Method™ as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at Liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School Method™ by either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School Method™.

The Director holding Seat E must either (i) be the parent or guardian of a student enrolled in the School at the time of appointment, or (ii) meet the criterion for appointment to Seats C or D.

2. Nominations. At least fifteen (15) days prior to each Annual Meeting, as part of the actual notice for the meeting prescribed by Article IV, Section F.2, the terms of Directors expiring and to be filled at the Annual Meeting shall be identified, and nominations solicited.

3. Selection. Directors will be appointed by majority vote of Directors with unexpired terms, even if less than a quorum, at the Corporation's Annual Meeting held pursuant to Section B of Article III.

D. Resignation of a Director

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or any later date specified in the notice.

E. Vacancies

A Director may be removed and a vacancy declared by the Board of Directors when any person has been appointed but has failed to qualify for office, or within thirty (30) days of when any Director shall (a) die; (b) resign as Director; (c) refuse to serve as Director; (d) without excuse acceptable to the Board of Directors, fail to attend four (4) consecutive Regular Meetings of the Board; (e) has been declared of unsound mind by a final order of a

court; (f) has been convicted of a felony; (g) has been found by a final judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Act; or (h) be removed as otherwise provided in the Idaho Nonprofit Corporation Act.

Such declaration of vacancy shall be made at any Regular or Special Meeting of the Board of Directors, at which any of the above-mentioned conditions are determined to exist.

An unexpired term resulting from a vacancy on the Board shall be filled by the Board of Directors and which action may be taken prior to the next Annual Meeting.

F. Compensation of Directors

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual, reasonable, and necessary expenses directly related to the performance of a Director's duties and obligations as a member of the Board of Directors.

Article III Meetings of the Board

A. Place of Meetings

Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Board meetings shall comply with all laws and rules regarding open meetings, where applicable.

B. Annual Meetings

An Annual Meeting of the Board shall be held during June or July of each year for the purpose of appointing Directors and conducting such other business as may properly come before an Annual Meeting of the Directors.

C. Regular Meetings

Regular meetings shall be held at various times within the year as the Board determines.

D. Special Meetings

A Special Meeting shall be held when called by any two (2) Directors or the Chair as soon as practicable with proper notice.

E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than twenty-four (24) hours, notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

1. Statutory Notice. Notices of Board Meetings, including the Annual Meeting for election of Directors, shall be given in accordance with the open meeting laws of the

State of Idaho, provided not less than ten (10) days notice shall be given for the Annual Meeting.

2. Actual Notice. In addition, notice of the date, time, and place of the Annual Meeting shall be given in a newsletter or other communication sent to the primary address of each student, a written notice given to all the students with the instruction that it be taken home and given to a parent or their guardian, or such other means as the Board shall reasonably determine will provide actual notice to the school's families.

Article IV Action by the Board

A. Quorum

A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; but if less than a majority of the Directors are present at such meeting, a majority of the Directors present may adjourn the meeting.

B. Action by the Board

The actions done and decisions made by a majority of the Directors present at a meeting duly held at which a quorum is present are the actions and decision of the Board. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Committee will consist of not less than two (2) Directors, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:

a. Filling vacancies on the Board or any Committee which has the authority of the Board.

b. The amendment or repeal of any Board resolution.

c. The amendment or repeal of Bylaws or the adoption of new Bylaws.

d. The appointment of other Committees of the Board or the members of the Committees.

e. The approval of any self-dealing transaction, as defined by the Idaho Nonprofit Corporation Act.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the Regular and Special Meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

Legacy Bylaws p. 4

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as an ordinary, prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent accountants, or other persons as to matters that the Director believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry, when the need is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of the Corporation's assets. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

E. 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 that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information in addition to any obligations imposed by any applicable federal, state, or local law.

F. Participation in Discussions and Voting

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Director shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction, (b) conflict of interest, or (c) indemnification of that Director.

G. 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 V Officers and Elections

A. Officers

The officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary (hereinafter "Secretary"), and a Treasurer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all of the Chair's duties and, when so acting, shall have all of the Chair's powers and be subject to the same restrictions. The Vice Chair shall have such other powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it is Regular or Special (and if Special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

2. Eligibility. Officers of the Corporation may, but need not be, Directors of the Corporation. A Director may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair.

3. Term of Office. 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. If an officer resigns or is removed as a Director, then such individual shall also be removed as an officer.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of the notice or at a later date if specified in the notice.

Article VI Non-Liability of Directors

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

Article VII Indemnification of Corporate Agents

The Corporation shall indemnify any Director, officer, employee, or other agent of this Corporation who has been successful (1) on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, the Corporation's agent, or (2) in defense of any claim, issue, or matter therein. In such case, the Corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation, but only to the extent allowed by, and in accordance with the requirements of, the Idaho Nonprofit Corporation Act.

Article VIII Insurance for Corporate Agents

The Board may authorize the purchase and maintenance of insurance on behalf of any Director, officer, employee, or other agent of the Corporation against any liability other than for violating provisions of law 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 Nonprofit Corporation Act.

Article IX Conflicts of Interest

Any Director, officer, key 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 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 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). 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:

1. Regular annual statements from Directors, officers, and key employees to disclose existing and potential conflicts in interest; and
4. Corrective and disciplinary actions with respect to transgressions of such policies.

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 is the party (or one of the parties) contracting or dealing with the Corporation, or is a director or officer of or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Article X Principal Office

The Corporation's principal office shall be at c/o Christine Ivie, 1423 Spruce Creek Loop, Nampa, ID 83686 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in the principal office on the copy of the Bylaws maintained by the Secretary.

Article XI Other Provisions

A. Fiscal Year

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

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. 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.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, order for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair or Treasurer.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a 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 scope of effect of any provisions.

E. Interpretation of Charter

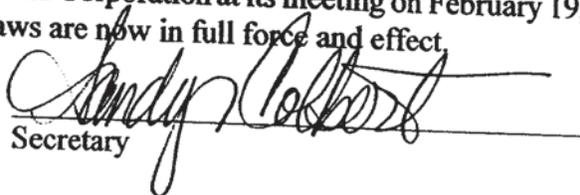
Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of these Bylaws control.

Article XII Amendment

A majority of the Directors may adopt, amend, or repeal these Bylaws.

Certificate of Secretary

The undersigned does hereby certify that he or she is the Secretary of Legacy Public Charter School, Inc., an Idaho nonprofit corporation, duly organized and existing under the laws of the State of Idaho, that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Directors of said Corporation at its meeting on February 19, 2010; and that the above and foregoing Bylaws are now in full force and effect.


Secretary

Appendix E: Board Roster

Legacy Public Charter School
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------|--------------------------|---------------------------------|--|--------------|
| Bart McKnight | Chair | 07/2011 – 07/2014 | Bmcknight.legacycharterschool@gmail.com | 208-989-3296 |
| Shelia Bryant | Vice Chair | 07/2013 – 07/2016 | Sbryant.legacycharterschool@gmail.com | 208-880-7499 |
| Emily Criddle | Secretary / Treasurer | 07/2013 – 07/2016 | Ecridle.legacycharterschool@gmail.com | 208-466-2737 |
| Christine Ivie | Member | 07/2012 – 07/2015 | Civie.legacycharterschool@gmail.com | 208-871-7749 |
| Danny Bower | Member | 07/2012 – 07/2015 | Dbower.legacycharterschool@gmail.com | 208-899-4156 |

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Legacy Public Charter School, Inc. Year Opened: 2011 Operating Term: 4/17/14 - 6/30/18 Date Executed: 4/17/2014

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

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 must 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

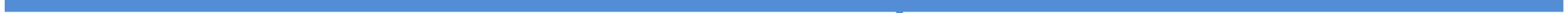
| | | Result (Stars) | Points Possible | | | Points Earned |
|---|--|----------------|-----------------|--|--|-------------------|
| Measure 1a Overall Star Rating | Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System | 5 | 25 | | | <hr/> 0.00 |
| | | 4 | 20 | | | |
| | | 3 | 15 | | | |
| | | 2 | 0 | | | |
| | | 1 | 0 | | | |
| Notes | | | | | | |



| | | Result | Points Possible | | | Points Earned |
|--|--|----------|-----------------|--|--|-------------------|
| Measure 1b State Designations | Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school. | Reward | 25 | | | <hr/> 0.00 |
| | | None | 15 | | | |
| | | Focus | 0 | | | |
| | | Priority | 0 | | | |
| | | | | | | |
| Notes | | | | | | |

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|-------------------|
| Measure 2a ISAT / SBA % Proficiency Reading | Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | | <hr/> 0.00 |
| Notes | | | | | | | |



| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|--|---------------------|-----------------|------------------------|--------------------|-------------------|-------------------|
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | | <hr/> 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? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|------------------------|-----------------|---------------------------|-----------------------|----------------------|---------------|
| | Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| Measure 3e Norm-Referenced Growth in Math | Are students making expected annual academic growth in math compared to their academic peers? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|--|------------------------|-----------------|---------------------------|-----------------------|----------------------|---------------|
| | Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| Measure 3f Norm-Referenced Growth in Language | Are students making expected annual academic growth in language compared to their academic peers? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|------------------------|-----------------|---------------------------|-----------------------|----------------------|---------------|
| | Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| Measure 3g Subgroup Growth Combined Subjects | Is the school increasing subgroup academic performance over time? | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|--|------------------------|-----------------|---------------------------|-----------------------|----------------------|---------------|
| | Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|--|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| Coursework | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | | | | |
| Notes | | | | <hr/> 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 | | | | <hr/> 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 | | | | <hr/> 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 | | | | | | | <hr/> 0.00 |

| MISSION-SPECIFIC GOALS | | | |
|------------------------|---|---------------|------------------------|
| Measure 1 | Is the school providing a safe, supportive learning environment for elementary students? | Result | Points Possible |
| | Exceeds Standard: Legacy's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 90-100%. | | 100 |
| | Meets Standard: Legacy's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 75-89%. | | 80 |
| | Does Not Meet Standard: Legacy's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 60-74%. | | 40 |
| | Falls Far Below Standard: Legacy's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was less than 60%. | | 0 |
| Notes | Students in grades 3 through 5 will be given the Advanced-Ed Secondary (Elementary) Survey. The survey includes 20 questions measured on a 1 to 3 scale (from "I Don't Agree" to "I Agree"). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Legacy will calculate the total positive response rate on the survey by summing up the total number of "I Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year. | | Points Earned |
| | | | <u>0.00</u> |
| Measure 2 | Is the school providing a safe, supportive learning environment for middle school students? | Result | Points Possible |
| | Exceeds Standard: Legacy's positive response rate with 6th through 8th grade students on the annual Advance-Ed Survey student survey was 83-100%. | | 100 |
| | Meets Standard: Legacy's positive response rate with 6th through 8th grade students on the annual Advance-Ed Survey student survey was 70-82%. | | 80 |
| | Does Not Meet Standard: Legacy's positive response rate with 6th through 8th grade students on the annual Advance-Ed Survey student survey was 55-69%. | | 40 |
| | Falls Far Below Standard: Legacy's positive response rate with 6th through 8th grade students on the annual Advance-Ed Survey student survey was less than 55%. | | 0 |
| Notes | Students in grades 6 through 8 will be given the Advanced-Ed Secondary (Middle and High School) Survey. The survey includes 32 questions measured on a 1 to 5 scale (from strongly disagree to strongly agree). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Legacy will calculate the total positive response rate on the survey by summing up the total number of "Agree" and "Strongly Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year. | | Points Earned |
| | | | <u>0.00</u> |

| | | Result | Points Possible | Points Earned |
|------------------|--|--------|-----------------|---------------|
| Measure 3 | Is the school's School-to-Work character education program preparing 6th - 8th grade students for future success in the workplace? | | | |
| | Exceeds Standard: 90-100% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 200 | |
| | Meets Standard: 80-89% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 160 | |
| | Does Not Meet Standard: 70-79% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 80 | |
| | Falls Far Below Standard: Less than 70% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 0 | |
| | | | | <hr/> 0.00 |
| Notes | The School-to-Work Evaluation will be completed by the School-to-Work course supervisors as a committee. Students receive a score of 0 to 4 for each measure, and a final, averaged score. The School-to-Work supervisors include the school's administrator/teacher, café manager, and café cook. The School-to-Work Evaluation is included as an attachment. Results will be reported to the PCSC by October 1 of each year. | | | |
| <hr/> | | | | |
| Measure 4 | Is the school ensuring that students who enroll in later years (grade 6-8) are able to progress toward the the school's high expectations for academic achievement in mathematics? | | | |
| | Exceeds Standard: 90-100% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Math Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments. | | 100 | |
| | Meets Standard: 80-89% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Math Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments. | | 80 | |
| | Does Not Meet Standard: 70-79% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Math Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments. | | 40 | |
| | Falls Far Below Standard: Less than 70% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Math Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments. | | 0 | |
| | | | | <hr/> 0.00 |
| Notes | Students who qualify for the alternative state standardized test based on special education status will <i>not</i> be included in this assessment. Students receive a score of 1 to 4 on the DMA. Results will be reported to the PCSC by October 1 of each year. | | | |

| Measure 5 | Is the school ensuring that students who enroll in later years (grade 6-8) are able to progress toward the school's high expectations of academic achievement in writing ? | Result | Points Possible | Points Earned |
|--------------|---|--------|-----------------|---------------|
| | <p>Exceeds Standard: 90-100% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Writing Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments.</p> <p>Meets Standard: 80-89% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Writing Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments.</p> <p>Does Not Meet Standard: 70-79% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Writing Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments.</p> <p>Falls Far Below Standard: Less than 70% of 6th - 8th grade students in their first full year of attendance EITHER maintained a 3 or above on the Direct Writing Assessment from fall to spring OR increased their score by at least one point between the fall and spring assessments.</p> | | 100 | |
| | | | 80 | |
| | | | 40 | |
| | | | 0 | |
| | | | | <u>0.00</u> |
| Notes | Students who qualify for the alternative state standardized test based on special education status will <i>not</i> be included in this assessment. Students receive a score of 1 to 4 on the DWA. Results will be reported to the PCSC by October 1 of each year. | | | |

| INDICATOR 1: EDUCATIONAL PROGRAM | | Result | Points Possible | Points Earned |
|---|---|--------|-----------------------|---------------|
| Measure 1a Implementation of Educational Program | Is the school implementing the material terms of the educational program as defined in the performance certificate? | | | |
| | <p>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.</p> <p>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.</p> | | 25 0 | <hr/> 0.00 |
| Notes | | | | |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 15 0 | <hr/> 0.00 |
| Notes | | | | |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 25 15 0 | <hr/> 0.00 |
| Notes | | | | |

| | | Result | Points Possible | Points Earned |
|--|---|--------|-----------------|---------------|
| Measure 1d English Language Learners | Is the school protecting the rights of English Language Learner (ELL) students? | | | |
| | <p>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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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.</p> | | 25 | |
| | <p>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.</p> | | 15 | |
| | <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | <p>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.</p> | | 25 | |
| | <p>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.</p> | | 15 | |
| | <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 2b GAAP | Is the school following Generally Accepted Accounting Principles (GAAP)? | | | |
| | <p>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.</p> | | 25 | |
| | <p>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.</p> | | 0 | |
| | 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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 | | 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- | | 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 | | 0 | |
| Notes | | | | 0.00 |
| | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| 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 | |
| Notes | | | | <hr/> 0.00 |

| 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 | |
| Notes | | | | <hr/> 0.00 |

| 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 | |
| Notes | | | | <hr/> 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 |
| 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 |
| 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 | <p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> | | 25 | |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| Notes | | | | <hr/> 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | |
|--|---|---------------|------------------------|
| Measure 1a Current Ratio | Current Ratio: Current Assets divided by Current Liabilities | Result | Points Possible |
| | 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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> | | 25 |
| | 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. | | 50 |
| | Falls Far Below Standard: Current ratio is less than or equal to 0.9. | | 10 |
| Notes | | | 0 |
| | | | 0.00 |
| Measure 1b Unrestricted Days Cash | Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) | Result | Points Possible |
| | Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> | | 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 |
| Notes | | | 0 |
| | | | 0.00 |
| Measure 1c Enrollment Variance | Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget | Result | Points Possible |
| | 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 |
| Notes | | | 0 |
| | | | 0.00 |
| Measure 1d Default | Default | Result | Points Possible |
| | 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 | | 0 |
| | Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments. | | 0 |
| Notes | | | 0 |
| | | | 0.00 |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------|-----------------|---------------|--|----|--|--|----|--|--|----|------|--|---|------|--|--|------|
| Measure 2a Total Margin and Aggregated 3-Year Total Margin | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 10 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2b Debt to Asset Ratio | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 30 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2c Cash Flow | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | | 30 | | | 0 | | | | 0.00 |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2d Debt Service Coverage Ratio | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 0 | | | | 0.00 | | | | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

LEGACY 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 |
|---|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Supportive Learning Environment- Elem | 1 | 100 | 7% | 0.00 | | | |
| Supportive Learning Environment- MS | 2 | 100 | 7% | 0.00 | | | |
| 8th Grade School-to-Work | 3 | 200 | 13% | 0.00 | | | |
| New MS Students - Math | 4 | 100 | 7% | 0.00 | | | |
| New MS Students - Writing | 5 | 100 | 7% | 0.00 | | | |
| Total Possible Mission-Specific Points | | 600 | 40% | | 700 | 40% | |
| Total Mission-Specific Points Received | | | | 0.00 | | | 0.00 |
| % of Possible Mission-Specific Points Received | | | | 0.00% | | | 0.00% |

| | | | | | | | |
|--|-------------|--|--|--------------|-------------|--|--------------|
| TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | 1500 | | | | 1750 | | |
| TOTAL POINTS RECEIVED | | | | 0.00 | | | 0.00 |
| % OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | | | 0.00% | | | 0.00% |

| OPERATIONAL | Measure | Points Possible | % of Total Points | Points Earned |
|---|---------|-----------------|-------------------|---------------|
| Educational Program | 1a | 25 | 6% | 0.00 |
| | 1b | 25 | 6% | 0.00 |
| | 1c | 25 | 6% | 0.00 |
| | 1d | 25 | 6% | 0.00 |
| Financial Management & Oversight | 2a | 25 | 6% | 0.00 |
| | 2b | 25 | 6% | 0.00 |
| Governance & Reporting | 3a | 25 | 6% | 0.00 |
| | 3b | 25 | 6% | 0.00 |
| Students & Employees | 4a | 25 | 6% | 0.00 |
| | 4b | 25 | 6% | 0.00 |
| | 4c | 25 | 6% | 0.00 |
| | 4d | 25 | 6% | 0.00 |
| School Environment | 5a | 25 | 6% | 0.00 |
| | 5b | 25 | 6% | 0.00 |
| | 5c | 25 | 6% | 0.00 |
| Additional Obligations | 6a | 25 | 6% | 0.00 |
| TOTAL OPERATIONAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE OPERATIONAL POINTS | | | | 0.00% |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 0.00 |
| | 1b | 50 | 13% | 0.00 |
| | 1c | 50 | 13% | 0.00 |
| | 1d | 50 | 13% | 0.00 |
| Sustainability Measures | 2a | 50 | 13% | 0.00 |
| | 2b | 50 | 13% | 0.00 |
| | 2c | 50 | 13% | 0.00 |
| | 2d | 50 | 13% | 0.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 0.00% |

LEGACY PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% of points possible | | 90% - 100% of points possible | | 85% - 100% of points possible | |
| <p>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.</p> | 55% - 74% of points possible | | 80% - 89% of points possible | | 65% - 84% of points possible | |
| <p>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.</p> | 31% - 54% of points possible | | 61% - 79% of points possible | | 46% - 64% of points possible | |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 0% - 30% of points possible | | 0% - 60% of points possible | | 0% - 45% of points possible | |

School-to-Work Evaluation

Student Name: _____

Date: _____

Your Name: _____

Your Role: Principal Café Manager Café Cook

The purpose of the apprenticeship evaluation is to communicate to the student his/her level of employment readiness after high school. Please evaluate the student on the basis of the following areas (as applicable) based on his/her behavior during the apprenticeship:

N/A – Not applicable. I did not have an opportunity to observe the student in an activity/situation that demonstrated skill.

0 – Not Acceptable

1 – Needs Improvement. Student does not meet behavior/performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and / or supervision.

2 – Meets Expectations. Competent and dependable performance level. Meets the performance standards and objectives of the task without constant follow-up / direction.

3 – Exceeds Expectations. Results clearly exceed established requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.

4 – Outstanding. Student consistently exceeds expectations with virtually no detected preventable/controllable errors, requiring little or no supervision.

| Category/Skill | 0 Point Example | N/A | 0 Not Acceptable | 1 Needs Improvement | 2 Meets Expectations | 3 Exceeds Expectations | 4 Outstanding | 4 Pt Example |
|---|--|-----|------------------|---------------------|----------------------|------------------------|---------------|---|
| QUALITY OF WORK | | | | | | | | |
| Thoroughness | Work/tasks were consistently submitted incomplete or lacking thoroughness/depth. | | | | | | | Thoroughness of submitted work/tasks consistently went far beyond expectations. |
| Neatness | Submitted/carried out work was consistently messy and/or disorganized. | | | | | | | Organization, neatness, & professional appearance of submitted/completed work consistently exceeded expectations. |
| Work completed according to guidelines | Submitted work/tasks consistently failed to reflect established guidelines. | | | | | | | Submitted work/tasks consistently addressed & exceeded all established guidelines. |
| Attention to Detail | When accomplishing a task, failed to cover any aspects of the work involved. | | | | | | | When accomplishing task, consistently exceeded expectations in covering all aspects of work involved. |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| WORK RELATIONSHIPS | | | | | | | | |
| Communication | Consistently lacked skills in appropriately addressing co-workers, supervisors, or clients. | | | | | | | Ability to appropriately address co-workers, supervisors or clients consistently exceeded expectations. |
| Cooperation | Consistently unable to complete work/tasks in cooperation with co-workers, clients, and supervisors. | | | | | | | Consistently exceeded expectations in ability to complete work/tasks in cooperation with co-workers, clients, and supervisors. |
| Respect for Authority | Consistently failed to show respect for and address supervisors appropriately. | | | | | | | Consistently exceeded expectations in ability to show respect for & address supervisors appropriately. |
| Response to Change | Consistently failed in responding positively to changing direction, and/or additional assignments. | | | | | | | When asked to change direction of work, switch to another assignment, add a new assignment, etc., a positive response was provided in all circumstances. |
| WORK ETHIC | | | | | | | | |
| Attendance | Consistently failed to be punctual to work and/or complete the hours scheduled. | | | | | | | Consistently exceeded expectations in punctuality, completing scheduled hours, & staying until work was completed, if necessary. |
| Observance of Company Rules & Policies | Consistently failed to observe company rules & policies, and demonstrated an overall lack of regard for such policies. | | | | | | | Consistently exceeded in demonstrating an understanding of and respect for adapting to and working in accordance with company rules & policies. |
| Desire to Excel | Demonstrated no desire to go above and beyond work assignments and little desire to carry out basics of the work. | | | | | | | Consistently went above and beyond in completing all work assignments, and looked for additional ways to learn, be productive, and useful to the organization. |
| Initiative | Consistently failed to seek out appropriate work or tasks in order to be a productive presence. | | | | | | | Consistently exceeded expectations in seeking out additional work or tasks in order to be a productive presence at all times. |
| | Consistently unable to | | | | | | | Exceeded expectations in |

| | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|---|
| Creativity | creatively address within the organization's parameters work or tasks when assigned. | | | | | | | creatively addressing work or tasks when assigned and demonstrated knowledge to do so within the organization's parameters. |
| KNOWLEDGE ACQUISITION | | | | | | | | |
| Ability to follow instructions | Submitted work, or carrying out of tasks showed inability to accurately follow instructions. | | | | | | | The ability to accurately follow instructions was evident in every work or task completed. |
| Ability to learn | Consistently unable to put training/education into practice quickly. | | | | | | | Exceeded expectations to learn quickly and put what was learned into practice Immediately in almost all circumstances. |

Overall, if you were looking for individual to hire, what insight would you offer to this student based on his or her work with you?

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures

A. Submission of Meeting Materials (Adopted June 13, 2013)

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.

B. New Charter Petitions (Adopted February 13, 2014)

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. 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. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon 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.
- 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.

3. Petition Evaluation Process (continued)

- 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.
- 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 (Adopted February 13, 2014)

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 be submitted according to the meeting materials deadlines outlined in 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. 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.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter 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.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- 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.

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

Legacy Public Charter School, Inc.
April 17, 2014

Legacy Public Charter School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol

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:

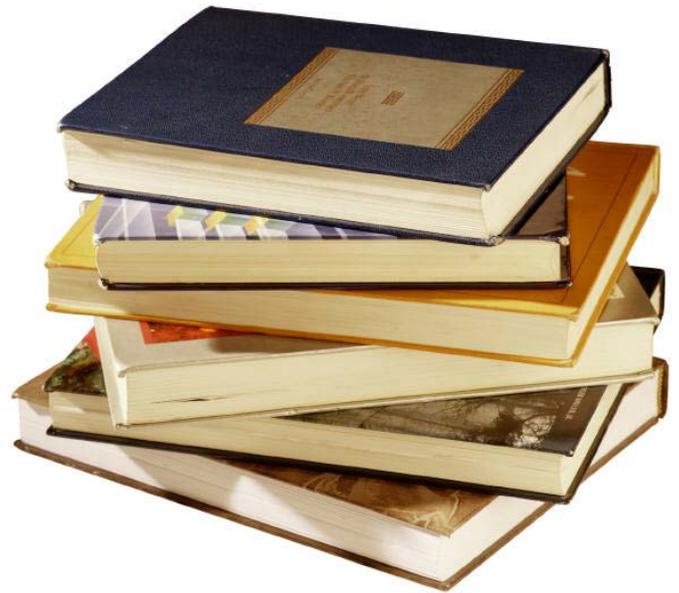
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

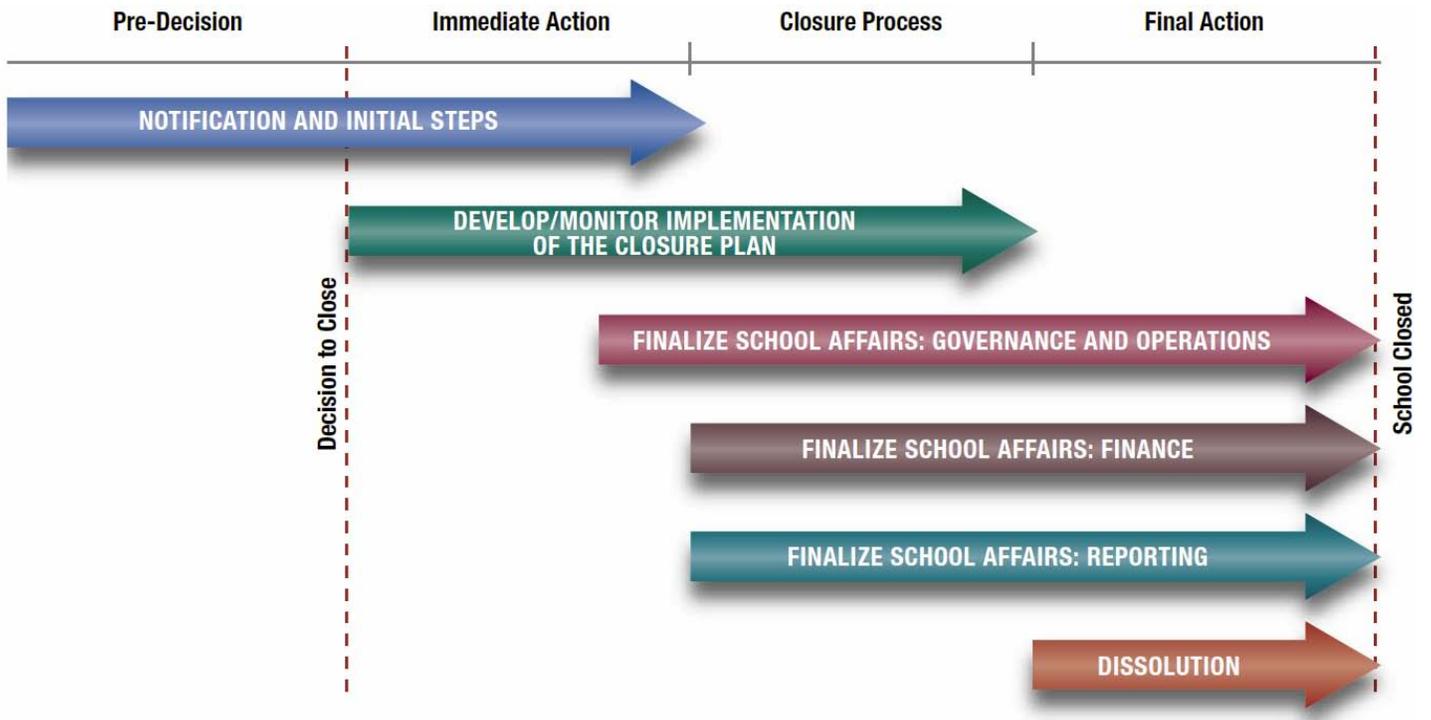
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Nampa Charter School, Inc., commonly known as Liberty 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 April 4, 2005, 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 1999; 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 1999. 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 **April 17, 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 develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.**
- B. Grades Served.** The School may serve students in **Kindergarten through grade 12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.**

- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
- Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do. Work-related programs appropriate for each grade level will be carried out, and will include an eighth-grade experience when each student spends two weeks working in the café under the direct supervision of the administrator. Working alongside the students, the administrator will give students feedback and issue a final grade based upon their work performance.
- Provide a School-to-Work emphasis and school culture by adopting policies that are intentionally designed to prepare students for the rigors and challenges of the workplace, including school policies establishing strict attendance requirements, respect for authority, real-life consequences for both positive and negative behaviors, and a culture of respect and kindness.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn. The principals’ primary responsibility will be to support teachers and protect teaching time and to be present throughout all student contact areas during school hours. The principal(s) will be visible to students in the classroom, in the hallways, in the lunchroom, and on the playground, and will perform before- and after-school duties, and lunchroom duty in order to model attitude and effort and servant leadership. The principal(s) will also provide daily supervision and support of teachers to ensure instructional fidelity.
- Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the

School.

- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 440 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten: 24

1st grade: 28

2nd-3rd grades: 30

4th-6th grades: 33

7th-8th grades: 35

High school enrollment (grades 9-12) will not exceed 159, with anticipated grade-based caps as follows:

42 9th

42 10th

35 11th

35 12th

In the event that more than 35 students choose to return to be enrolled in 11th or 12th grade, the school will adjust the number of student openings in 9th and/or 10th grade

downward to ensure that total high school enrollment does not exceed 159 and the overall student enrollment does not exceed the enrollment cap of 440 students. When grade-based caps must be adjusted based on returning enrollment, the Liberty Charter School Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to the school's lottery application deadline and will post the annual enrollment capacity information on the school's website within five (5) days of the Board vote.

- 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.** 9955 Kris Jensen Lane, Nampa, ID 83686. 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:
North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- 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 **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Nampa 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

Appendix A: Conditions of Authorization / Renewal

Nampa Charter School, Inc., commonly known as Liberty Charter School
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

LIBERTY CHARTER SCHOOL

“...We held on to our central truth - that it is not possible to change significantly what happens in schools unless you change significantly the nature of the human relationships that form the educational experiences.”

-Olds & Pearlman, Designing the New American School

INTRODUCTION

This proposal was made possible by Idaho Code, Chapter 52, Title 33, passed by the Idaho Legislature in 1998. It provides opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving; (Attachment 1: ISAT scores for lower achieving students)
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the school established under this plan accountable for meeting measurable pupil outcomes, both behaviorally and academically.

We respectfully submit this proposal to the Idaho Public Charter School Commission to sponsor Liberty Charter School, which will allow parents the opportunity to qualify for the lottery in accordance with the Charter legislation.

Our proposal for a charter school is an alternative educational opportunity that offers students the promise of a Kindergarten through Grade 12 education which will lead to a successful post high school experience and/or admission to an institution of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, the parents, the community and the individual learners. The authors of this Charter value the commendable energy, dedication and success of all schools.

We believe that our charter school status provides a unique and additional opportunity to address the educational needs and desires of our children.

Unique Aspects

The distinctive aspects of Liberty Charter include the addition of seventh through twelfth grade, the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, high school humanities opportunity, career guidance and development, integration of community, school and family service into the learning process.

Seventh/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 is to provide a different environment where students experience 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.

High School Humanities Opportunity – Students enter high school with a multitude of budding dreams and desires. At the heart of Liberty Charter High School is encouraging the imagination, curiosity and inspiration in students to enable them to create meaning and purpose from their knowledge, the willingness to grapple with concepts and information until they're their own, and the gaining of a self-respect and initiative. And at the heart of the high school is the opportunity to expand upon essential content standards, at the state and district level, using substantial technology, and a myriad of hands-on/application experiences in order for high-level understanding and life skills to also become the goals of each student. On a broader scale, the empowering goal of the high school is to provide a substantial academic foundation so that all its graduates possess key advantages upon entering college or applicable to any post-high school/professional field.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Liberty Charter curriculum. Research demonstrates that the study of a second language boost English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- ...knowledge of a second language is essential in over 60 occupations
- ...each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- ...commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- ...1,261 companies surveyed reported 60,687 positions requiring a second language

The initial emphasis was with intermediate level learners (ages 9-13), but now starts at the second-grade level. At the high school level, French, Spanish and Sign Language classes are available to our students. An expected outcome is that learners will communicate and interact effectively in a second language.

Music; Piano Lessons - Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Recent studies of 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 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.

Therefore, we have created a piano lab where primary students (grades K - 3) learn the basics of playing the keyboard. High school students have continued their musical instruction through expanded jazz choir and instrument programs. It has not been our intent to turn every child into a Mozart or an Einstein. But it has been our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life.

Gifted and Talented Enrichment - 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 have been provided educational experiences that have met 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 has been accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, honors classes, and independent study to date.

Liberty Charter School has used the following outline of identification procedures for our gifted and talented program:

1. Intellectual/Academic – see attached matrix (Attachment 2)
2. Specific Academic – see attached student profile (Attachment 2)
3. Creativity – see attached student profile (Attachment 2)
4. Visual/Performing Arts - portfolio/audition; expert recommendation; teacher rating form
5. Leadership - portfolio; teacher recommendation; parent questionnaire; student questionnaire.

Career Development and Guidance - Participating in a myriad of job-shadowing opportunities, Liberty Charter High School has enabled students to receive and formally document and develop job-skills portfolios. Special time and attention has been devoted to scholarship application and experience, on-going resume development, as well as career studies completed by each student.

Community, School and Family Service - Community service is a vital and distinctive element of the Liberty Charter curriculum. Learners reap the rewards that come from being active, contributing community members. They experientially discover the interrelationships of community members. They feel the satisfaction of seeing their activity produce positive changes in their community and their lives. Moreover, it is critical that our children develop into young adults who possess a deep sense of loyalty and responsibility for the family that has invested in them. Daily homework include students being expected to invest back into their families by voluntarily satisfying needs within their homes, as well as complete specific projects with or for

their families. Additionally, students are expected to find ways to invest back into their school by applying to work for various staff in order to learn how to be responsible to job-related expectations. The purpose of School Service is also to help our students realize that the excellence of any school is dependent on a *team* of workers, of which the students constitute key members.

The community, school and family service requirement are designed to instill a sense of individual, social, and civic responsibility. It enables learners to become whole people whose presence in society is valuable because of their development of values and newly found knowledge to solve for the needs of others. Specifics of the program are determined by the learners and school staff during the initial weeks of each school year, based on current community needs and interaction with parents, community and governmental leaders.

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 help students guide their own education. They support a child’s natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. “Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. Interactive technologies properly used for this goal leap the barriers of time, space and limited attention span and bring the world to our fingertips. Computers will be tools used for activities such as:

- Research - Access information via electronic reference books, databases, networks, etc.
- Career Development – Exploring professional / workplace requirements, opportunities and investigation; job-skill assessments; formal portfolio development.
- Instruction – Using visual manipulation with technology such as SmartBoards to personalize study and allow for daily, efficient integration of content areas.
- Authoring - Create and illustrate stories and reports to share with others in media such as printed documents videos and digital film.
- Drill, Practice, Remediation - Computers take over tedious routines, providing instant feedback on mistakes and how to correct them. It is possible to evaluate learning needs and take learners back to foundation knowledge they may have missed.
- Computation - Learning mathematical skills through spreadsheets and other software applications helps prepare learners for future careers.
- Record Keeping and Storage - Charter learners discover that computer databases are effective tools for tracking school and business records, schedules, inventories, etc.
- Communication - Network link learners at school with their homes, other schools and national resource centers.

ELEMENT ONE: EDUCATIONAL THOROUGHNESS STANDARDS FULFILLED

The Educational Learning Program is accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612, Idaho Code. The architects of the Liberty Charter School understand that a “thorough system of public schools” in Idaho is one in which:

- A safe environment conducive to learning is provided.
- Educators are empowered to maintain classroom discipline.
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.
- The skills necessary to communicate effectively are taught.
- A basic curriculum necessary to enable students to enter academic or vocational post secondary educational programs are provided.
- The skills necessary for students to enter the work force are taught.
- The students are introduced to current technology.
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Liberty Charter School achieves the Thoroughness Standards through its basic curriculum and the unique aspects, which includes the unique aspect of technology integration in all major high school subject areas. The instruction of the curriculum is accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule”, and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach will create sensitivity for mankind in staff and students. (Attachment 3)

Liberty Charter School’s curriculum is taught, reviewed, and practiced within the context of the mission, ***“Liberty 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.”***

This mission seeks to develop an educated citizenry for the 21st century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- ...curiosity;
- ...lifelong learning;
- ...clear oral and written communication;
- ...thinking creatively, thoughtful reflection, and purposeful investigation
- ...cooperative and independent problem solving
- ...thinking logically and making informed judgments;

- ...effectively using technology as a tool;
- ...adapting to new situations and responding to new information;
- ...finding, selecting, evaluating, organizing and using information from various sources;
- ...making easy and flexible connections among various disciplines of thought;

They will develop personal habits and attitudes of:

- accepting responsibility for personal decisions and actions;
- investment in and awareness of the needs of others;
- 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;
- seeking a fair share of the workload
- managing time in a responsible manner
- working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes require a climate that is conducive for learning. The philosophy of the Liberty Charter School is that learning occurs when:

- ...learners construct meaning;
- ...learners see connections between what they learn and the real world;
- ...learners are actively engaged in purposeful tasks;
- ...activities are integrated and meaningful;
- ...learners 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;
- ...learners work individually and as members of a group;
- ...learners work side-by-side with community and family members to develop solutions and opinions on issues that can be presented to local policy makers;
- ...learners are expected and encouraged to learn with their hearts as well as their minds;
- ...learners internalize that what they learn and do in school makes a positive change in the community;
- ...challenged learners have an individual plan and support is an intrinsic part of the educational program;
- ...learners are supported with coaches, mentors and advocates;
- ...all learners have advanced learning opportunities.

The philosophy of the Liberty Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

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 Liberty Charter School setting. We believe that a “kind” environment should be extended through the potentially tumultuous junior high years.

A BASIC CURRICULUM:

In keeping with the Liberty Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation 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. Liberty Charter emphasizes the exploration, acquisition and application of knowledge.

The Liberty Charter curriculum contains both traditional academic subjects and additional language areas that make the charter unique. The Idaho State Department of Education’s curriculum serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education. Liberty Charter School utilizes the basic elements of the Idaho State Department of Education adopted Standards and Benchmarks.

CORE CURRICULUM

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. Specifically, *Spalding Writing Road to Reading* is used in Phonics and Spelling Grade K – 8. *Shurley Method Program* is used for English Grade 1 – 8.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self analysis connected with student learning goals through a personal journal, as well as, creative, expository and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Science and Health - The Liberty Charter science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third-grade students focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth-grade students 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. Ninth through twelfth-grade provide more academically and individually challenging situations in which to use the above skills by having students conduct individual and team lab studies.

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. Our math program has been developed by the Liberty teachers, K – 8. The program is taught in a fast-paced, direct teaching method. 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. This is taught using manipulative materials compiled from a variety of sources. Through these hands-on activities, students view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service - Kindergarten through eighth grade follow the basic elements of the state adopted standards and benchmarks. Social Studies is taught utilizing grade level reading novels taught through a thematic approach. In addition, there is 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 seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. Our community service starts at the school site.

Environmental Education – Liberty Charter School emphasizes responsibility towards the health of our cities and our planet. We believe that environmental education starts at home and is more than a once a year activity. Learners will start at the school site, participating in daily activities which will instill lifelong awareness of the critical relationships between the individual and natural environments. Learners will study and debate real life issues such as coping with diminishing resources. Consistent participation in Nampa community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

Technology – Liberty Charter School emphasizes the area of technology. (Attachment 4) This will provide our learners with skills, which will prepare them for future employment. This supports a child’s natural way of learning through individual and group discovery and seeking solutions to real life challenges. Learning how to learn is not only the real purpose of education, but also leads to our goal of becoming lifelong learners.

ELEMENT TWO: THE EDUCATIONAL LEARNING PROGRAM

All students experience a common core of learning which 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 Liberty Charter School to remain aligned with the general standards and benchmarks of the Idaho State Department of Education.

Our students will be able to:

- develop their aesthetic talents in music, visual arts or performance;

- develop oral and written skills;
- have the opportunity to develop oral and written skills in a non-native language;
- possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- use their knowledge of personal strengths and weaknesses in order to create individual processes/methods of study and retain what they learn;
- have sufficient knowledge of science to be responsible users of scientific information;
- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;
- understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies - history, geography, political science and economics.

Liberty 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”:

- linguistic
- mathematical/logical
- intrapersonal (self)
- interpersonal (others)
- bodily-kinesthetic
- spatial
- musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Liberty has retained the traditional focus on linguistic and mathematical/logical areas, and has implemented a unique musical component, a piano lab.

One way of accomplishing this focus has been through the Personalized Learning Goal. Working together, student, parent and educator consider learner 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 will be 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 Liberty 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 Liberty 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. It is flexible to

accommodate the individuality of learners and to evolve as Liberty learns and grows.

The staff and parents of Liberty Charter School believe that children do not develop character in a vacuum. Character education is provided through expectation training, memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Liberty Charter School has ensured a safe, kind environment which has allowed students to acquire essential information and attitudes that will help them lead productive lives.

Methods

Liberty 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. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. Liberty has added computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

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 one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning Opportunities

The most significant learning opportunity for our students is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is ***“If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year.”*** This learning advantage alleviates student anxiety, the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded Liberty 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 to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

ELEMENT THREE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS

Liberty Charter School lists below the standards, which are driven by the philosophy and mission of the charter. Liberty’s guiding coalition has clearly defined the essential knowledge and skills for student learning in each program area making standards subject specific and focusing on one subject area at a time. 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.

Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

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.

ASSESSMENT

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment is a means of measuring each learner's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery.

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.

Self-assessment is a unique learning opportunity for Liberty Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal 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. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages. In addition, we will assess the attitudes and personal /academic habits listed in Element 2 through teacher evaluations of projects and video presentations, as well as parental input. Performance will be assessed relative to state developed standards. Liberty Charter School will assess our students on the assessments implemented statewide at the direction of the Idaho State Board of Education.

ELEMENT FOUR: METHOD STUDENT PROGRESS MEASURED

Liberty Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, up through the twelfth grade, through state and national testing.

Students at Liberty Charter School will:

- ...meet the statewide performance standards developed by the Idaho Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- ...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.

We will meet the goals identified in this Charter petition when students demonstrate the following;

- score in the top quartile on standardized tests on the national, state, and district levels;
- reading at grade level by 3rd grade;
- computing math at grade level by 3rd grade;
- student absenteeism is less than 4%;
- student tardies are less than 2%;
- 7th through 12th grade students will 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;
- samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge.
- students 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 computing grade level math will be identified and receive a variety of services including, Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions.

Annual reports will be made to the Charter Commission, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State. The data will include emerging Idaho State Department Education standards, benchmarks and Liberty Charter School developed criteria.

ELEMENT FIVE: STANDARDIZED TESTING

Liberty Charter School students will be tested with the same standardized tests as other public school students.

ELEMENT SIX: STATE ACCREDITATION

Liberty Charter School will be accredited by the Idaho Department of Education as provided by rule of the Idaho State Board of Education. A copy of the Accreditation Certificate will be provided annually to the authorizing entity.

ELEMENT SEVEN: THE GOVERNANCE STRUCTURE OF THE SCHOOL

The Governing Board will direct Liberty Charter School and will be organized and managed under the Idaho Nonprofit Corporation Act. There are five members of the Governing Board. Each governing board position will be appointed as provided by and in accordance with Idaho Non-profit Corporation law. Board members will serve a three-year term.

The Liberty Charter School Governing Board is legally accountable for the operations of the school as required by Idaho Code 33-5205(3)(f).

Liberty Charter School is on a modified year-round, single-track schedule. The calendar will be presented to the Idaho Public Charter School Commission.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the administrator employed by the charter school. The state funding formula will provide the money to hire staff through the regular budgetary process. Volunteers, particularly parent volunteers, will provide additional help.

ELEMENT EIGHT: PARENTAL INVOLVEMENT

Parents of the students who attend Liberty Charter School will 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. Parents sign the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trips, bus safety, insurance and student injuries, homework policy, dress guidelines, and the discipline plan.

2. Parents fill out an in-depth student profile based on Cynthia Ulrich Tobias's book, *The Way They Learn*.

3. Parents are encouraged to attend two parent teacher conferences a year, as well as attend annual student presentations, specifically at the high school level, which provides a forum for conveying and evaluating the school's commitment to its mission, and to celebrate each student's academic achievement.
4. Parents will complete one survey each year addressing one of the following issues; Student safety, classroom discipline, school-wide discipline, child's response to classroom atmosphere, parent's perception of the learning environment, or the positive impact of their high school child's investment in family teamwork projects.

In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, to volunteer at the school setting, and to participate in home-projects with their child.

ELEMENT NINE: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER

All individuals to be employed by Liberty Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description. Administrative and instructional staff will be certified teachers as required by Idaho Code Section 33-1201 or a waiver or another certification option will be obtained as provided by rule of the State Board of Education. The charter school will follow the same personnel policies, procedures, and practices, including recruitment, selection and hiring of the Idaho Code. Liberty Charter School will follow the supervision, evaluation, and dismissal as detailed in the Idaho Code.

ELEMENT TEN: HEALTH AND SAFETY OF PUPILS AND STAFF

Liberty Charter School will follow procedures to ensure the health and safety of pupils and staff as required by Idaho Code 33-5205(3)(h). (Attachment 6) 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 requirement is a condition of employment.

ELEMENT ELEVEN: ADMISSION REQUIREMENTS

Admission Preferences I.C. 33-5206 & 33-5205(3)(j)

Liberty Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Liberty has established admission preferences for returning students, for children of founders and full-time employees of the 2010/2011

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school, for siblings of students already attending the school, and for students residing outside the primary attendance area.

Priority of Admission Preferences

Preferences for admission to Liberty Charter School shall be as follows:

- a. First, to pupils returning to Liberty in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Liberty Charter School.
- c. Third, to siblings of pupils already enrolled in Liberty Charter School.
- d. Fourth, to prospective students residing in the primary attendance area of Liberty Charter School, defined as:
North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- e. Fifth, to prospective students residing outside the primary attendance area of Liberty Charter School.

Equitable Selection Process for the Liberty Charter School Waiting List

The Liberty Charter School Governing Board shall determine its waiting list by conducting a lottery. The procedure, unless otherwise determined by the Governing Board and then approved by the school's authorizer, shall be conducted as follows:

The name of each prospective student on the waiting list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

All returning students will be indexed as “A,” (returning students).

Students on the waiting list shall be indexed as follows: If the name of the person selected is the child of a founder or full-time employee, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that is already a Liberty student, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside Liberty’s primary attendance area, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founders and full-time employees’ preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. If the number of index cards marked with the letter “B” equals ten percent (10%) of the capacity of Liberty Charter School for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founders and full-time employees’ preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in the following order: “A”, “B” index cards, based on the chronological order of the selection number written on each index card; “C” index cards, based on the chronological order of the selection number written on each index card; “D” index cards based on the chronological order of the selection number written on each index card; “E” index cards based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final waiting list.

Notification and Acceptance Process

Liberty Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Prior to admission, all parents/guardians will sign a letter indicating they understand the Charter outcomes, philosophy and program. An admissions test will not be required.

ELEMENT TWELVE: REQUIREMENT FOR ANNUAL AUDIT AND PROGRAMMATIC OPERATION OF LIBERTY CHARTER SCHOOL

Liberty Charter School will follow the requirements set forth by Idaho Statutes regarding an annual audit.

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The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Liberty Charter School will follow the requirements set forth by the Idaho Department of Education. The same format for account numbering will be used as set forth by the Department of Education.

Liberty Charter School will submit to the Charter Commission copies of all accounting reports that are required to be submitted within the same time frame as required by the Department of Education. Budget reports will be submitted to the School will present a programmatic operation report on or before the November monthly board meeting to the Charter Commission. Liberty Charter School will be responsible and accountable for the learning program, student standards, measurable educational standards, and unique aspects of the contract.

ELEMENT THIRTEEN: PROCEDURES FOR THE SUSPENSION AND EXPULSION OF LIBERTY CHARTER SCHOOL PUPILS

The procedures for suspension and expulsion at Liberty Charter School will follow Idaho Code 33-205 and 33-206.

ELEMENT FOURTEEN: THE MANNER BY WHICH LIBERTY CHARTER SCHOOL STAFF MEMBERS WILL BE COVERED BY PERSI OR FEDERAL SOCIAL SECURITY

All employees are currently members of PERSI and will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Liberty Charter School will make all employer contributions as required by PERSI and Federal Social Security. Liberty Charter School will pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT FIFTEEN: PUBLIC SCHOOL ATTENDANCE ALTERNATIVE

This element is not applicable as Liberty Charter School is not a conversion charter school and/or its attendance area is the Nampa School District.

ELEMENT SIXTEEN: TRANSFER RIGHT OF EMPLOYEES

Any current school district employee in Idaho who becomes an employee of Liberty Charter School, certificated and non-certificated, will not be considered employees of any other school district and therefore do not have transfer rights. If a Liberty Charter employee wishes to return to another school district, he or she must apply through that district's employment procedures for new employees.

ELEMENT SEVENTEEN: COLLECTIVE BARGAINING AND MINIMUM SALARY BENEFITS

The certified staff of Liberty Charter School will be considered a separate unit not associated with any other school district for purposes of collective bargaining.

The members of an education association and non-union members of the charter school staff will have at minimum the same salary and health benefits as the state's allocation.

ELEMENT EIGHTEEN: PROCEDURES RESOLVING DISPUTES RELATING TO THE PROVISIONS OF THE CHARTER CONTRACT

The Charter Commission shall retain the right to evaluate at any time the degree to which the Charter School is meeting the terms of the contract. The Commission may identify an independent evaluator to:

1. Visit the charter school to observe day-to-day operations;
2. Review the charter school records and data;
3. Directly survey the charter school's parents/guardians, students, employees;
4. Audit the books of the charter school;
5. Review, evaluate, and coordinate the administration, scoring, and distribution of the testing program to assure consistency with the Idaho State Dept. of Education.

Liberty Charter School will ensure a prompt exchange of pupil records, follow local school districts' practices and procedures in the areas of transitioning students from elementary schools into middle schools and middle schools into high schools. Liberty Charter School will provide transcripts identifying only those courses which the student achieved at least 1 credit in order for other district high schools to accurately determine course placement. At the high school's request, the student's Academic File (actual work achieving objectives) and Objectives File (actual objectives with completion identified) can also be sent.

ELEMENT NINETEEN: STUDENT SERVICES OF THE CHARTER SCHOOL POPULATION

Liberty Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, compensatory education, 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 Liberty Charter School Special Education administrator will be the Section 504 Compliance Officer.

If a student at Liberty 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:

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Liberty 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 Liberty Charter School, such evaluations will be contracted with a private provider.

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 pull-out 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 Liberty 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.

The disciplinary policies of the school shall apply to special education students unless the infraction is disability based. Special education students on an IEP will not be suspended from school until a team meeting, including a parent, has been conducted and a Manifest Determination completed. If a student exhibits a consistent inappropriate behavior, Liberty Charter School will employ a variety of techniques to address the behavior. A team meeting, including the parent, is called. A student may be put on a behavior plan. If the team determines that the behavior is disability based, the team will determine if this plan needs to be added to the IEP through an amendment.

Daily discipline is handled through the classroom teacher in conjunction with the special education teacher in order to determine, based on the student's disability, the best way to address issues with the student.

In the event that the IEP team determines that the student's academic needs cannot be met on site, the Liberty Charter School will contract with a local school district to provide services.

ELEMENT TWENTY: LIBERTY CHARTER SCHOOL FACILITIES

The primary learning space is 37,000 square feet building located at 1063 East Lewis Lane, Nampa, Idaho. The facility, built in 2002, will be maintained to code and will ensure that all existing codes are met. The facility will be open to the public at large for inspection at any time.

ELEMENT TWENTY ONE: ADMINISTRATIVE SERVICES

The Governing Board shall employ an administrator to operate the school on a day to day basis. The administrator will have all the responsibilities of the superintendent and principal. (Attachment 8)

ELEMENT TWENTY TWO: POTENTIAL CIVIL LIABILITY

Liberty Charter School will be liable for all acts, omissions, debts or other obligations. Liberty Charter School shall defend, hold harmless and indemnify the Board 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 Liberty Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Liberty Charter School.

There will be no liability for the approving authority, the Idaho Public Charter School Commission. Liberty 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.

ELEMENT TWENTY THREE: IDAHO NONPROFIT CORPORATION ACT

The Governing Board of Liberty Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board has provided copies of the articles and bylaws of this to the Idaho Public Charter School Commission. (Attachment 9) The Governing Board is deemed the public agents to control Liberty Charter School. The Governing Board has all the power and duties afforded to a Board of Trustees. Liberty 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 follow the open meeting laws, keeping accurate minutes and making said minutes available to the public.

Upon the dissolution of the Corporation, the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up the dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to 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. In addition to the requirements contained in Idaho Code, the Governing Board shall include in its plan for dissolution a procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school.

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ELEMENT TWENTY FOUR: INSURANCE FOR LIABILITY AND PROPERTY LOSS

Liberty Charter School will maintain insurance for liability, errors and omissions, and property loss. Documentation of insurance coverage will be filed with the Idaho Public Charter School Commission by August 1 of each year.

ELEMENT TWENTY FIVE: GIFTED AND TALENTED STUDENTS

The Liberty Charter School environment allows areas to be pursued beyond the scope of the regular curriculum – regardless of the students’ areas of giftedness or talents. This will be accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, honors classes, independent study, and pull out classes.

Liberty Charter School uses the following outline of identification procedures for our gifted and talented program:

- Intellectual/Academic
- Specific Academic
- Creativity – see attached student profile
- Visual/Performing Arts portfolio/audition; expert recommendation: teacher rating form
- Leadership – portfolio; teacher recommendation; parent questionnaire; student questionnaire

ELEMENT TWENTY SIX: PARTICIPATION IN DUAL-ENROLLMENT

Eligible Liberty Charter School students will participate in dual-enrollment in local school districts in which they reside as provided for in Chapter 2, Title 33, Idaho Code and Liberty Charter School’s policies regarding dual enrollment. When appropriate the students will enroll in the non-charter school or charter school within their attendance zone. Transportation will be provided to students by their parents when exercising dual-enrollment opportunities. Reimbursement when appropriate for these dual enrollment opportunities will be the same amount as all students who enroll from private schools, home schools, and other public schools.

ELEMENT TWENTY SEVEN: LIMITED ENGLISH PROFICIENCY SERVICES

Liberty Charter School will identify LEP (Limited English Proficient) and provide a successful education for them.

Liberty Charter School’s potential LEP students will use a home-language survey upon the 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.

Once identified, the Liberty Charter School Special Education teacher will administer the LEP program. If a student at Liberty Charter School is found eligible for services will be provided onsite in an inclusion method.

ELEMENT TWENTY EIGHT: TRANSPORTATION FOR SPECIAL NEEDS STUDENTS

Transportation is provided to Liberty Charter School students who reside in the school's attendance area, or contiguous area, defined as the Nampa School District. If a special needs student residing in the defined contiguous area needs transportation while attending Liberty Charter School, it will be provided if the student is not capable of getting to school in the same manner as other students.

ELEMENT TWENTY NINE: INTERNET SAFETY POLICY

The attached parent/student/staff agreement internet procedure for minors includes the operation of a technology protection measure with respect to all computers at Liberty Charter School with Internet access that protects against access through computers to visual depictions that are obscene, child pornography, and /or harmful to minors. (Attachment 11)

ELEMENT THIRTY: STUDENT ENROLLMENT OF THE CHARTER SCHOOL

The enrollment capacity will be 500 students at Liberty Charter School.

ELEMENT THIRTY ONE: ADDITIONS, DELETIONS, AMENDMENTS, & MODIFICATIONS OF THE CHARTER

Any material revisions of the Charter must be approved by the Idaho Public Charter School Commission. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Idaho Code, Section 33-5205, shall be removed from the Charter.

ELEMENT THIRTY TWO: REVOKING THE CHARTER

The Liberty Charter School Charter may be revoked by the authorizing entity if the charter school:

1. Fails to substantially meet one or more of the student educational standards identified in the charter contract.
2. Commits a material violation of any condition, standard or procedure set forth in the charter petition or contract.

3. Fails to meet generally accepted accounting standards of fiscal management.
4. Loses substantial support of the school's parents, staff, and/or community; or violates any provision of law.

ELEMENT THIRTY THREE: HIGH SCHOOL PROGRAM ADDITION

All teachers will be accredited in one of the following fields: mathematics, science, language arts or social studies. Additionally, all coursework (e.g. content) will be designed in light of Northwest Regional accreditation and state standards. The emphasis of the high school's curriculum will be humanities, allowing for consistent integration of literature, writing and reading with historical study. Science and mathematics will likewise be consistently integrated in both group and individual lab study projects in order for students to explore, analyze and solve for community needs. Students' learning in every curricular area will be most notably advanced using independent learning projects in order to achieve the individualized learning goals of each student. Mini-labs, conducted weekly in small groups, will specifically address student needs in the areas of reading, vocabulary, spelling and writing mechanics. Additional assessment and academic challenge opportunities include Advanced Placement exams in areas of Composition, Literature and U.S. History. Students will also be encouraged and given opportunities to pursue and satisfy dual enrollment requirements for local universities. It is the goal of the high school to ensure that each graduating student who has college as a goal will have obtained a minimum of 9 college credits.

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 1 st Year Cash Flow | Update the 1 st 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 1 st 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.

PROPOSED PERFORMANCE CERTIFICATES

TAB 5 Page 358

Appendix D: Articles of Incorporation and Bylaws

FILED
MAY 27 3 44 PM '99
SECRETARY OF STATE
STATE OF IDAHO

ARTICLES OF INCORPORATION
OF
NAMPA CHARTER SCHOOL, INC.

◇ ◇ ◇

Effective the 17th day of May, 1999, I, the undersigned natural person of the age of twenty-one (21) years or more, acting as incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopt the following Articles of Incorporation for such corporation:

ARTICLE 1: NAME

The name of this Corporation is: NAMPA CHARTER SCHOOL, INC., and the address of the principal office is 2717 12th Avenue Rd., Nampa, Idaho 83686.

ARTICLE 2: DURATION AND MEMBERSHIP

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 3: PURPOSES

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.

ARTICLE 4: PURPOSES AND POWERS

The corporation is a nonprofit corporation under the laws of the state of Idaho. The corporation is not formed for pecuniary profit. No part of the income or assets of the corporation is distributable to or for the benefit of its 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.

IDAHO SECRETARY OF STATE

05/27/1999 09:00
CK: 2051 CT: 114515 BH: 220701

1 @ 30.00 = 30.00 INC NONP # 2

C 129094

ARTICLE 5: 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 6: BYLAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 7: REGISTERED OFFICE AND AGENT

The address of the registered office of the corporation is 805 W. Idaho Street, Suite 403, Boise, Idaho, 83702 and the name of its initial registered agent is RICK D. BAILEY.

ARTICLE 8: DIRECTORS

The number of directors which shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than 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:

| NAME | ADDRESS |
|----------------|--|
| Rick D. Bailey | 820 S. Camas Nampa, Idaho 83686 |
| Karry Ferguson | 2717 12 th Avenue Rd. Nampa, Idaho 83686 |
| Susan Ellis | 2618 Toma Ct. Nampa, Idaho 83686 |
| Sheila Bryant | 2717 12 th Avenue Rd. Nampa, Idaho 83686 |
| Terry Sinsel | 12960 Lewis Ln. Nampa, Idaho 83686 |

ARTICLE 9: AMENDMENT TO ARTICLES

These Articles may be amended only upon the unanimous consent of the Directors.

ARTICLE 10: INCORPORATORS

The names and addresses of each incorporator is:

| NAME | ADDRESS |
|----------------|------------------------------------|
| Rick D. Bailey | 820 S. Camas Nampa, Idaho 83686 |

ARTICLE 11: 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. All remaining assets shall be distributed to Nampa School District #131, Nampa, Idaho.

DATED effective the 17th day of May, 1999.

INCORPORATOR:

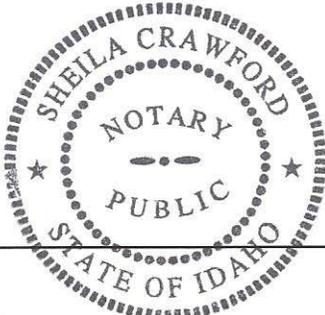


RICK D. BAILEY

STATE OF IDAHO)
 :SS.
 COUNTY OF ADA)

On this 27th day of May, 1999, before me, the undersigned Notary Public in and for said State, personally appeared RICK D. BAILEY, known or identified to me to be the person whose name is subscribed to the within instrument, and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.




NOTARY PUBLIC, State of Idaho
 Residing at Boise, Idaho
 Commission expires: May 9, 2002

**AMENDED AND RESTATED BYLAWS
OF
LIBERTY CHARTER SCHOOL
(Formerly Nampa Charter School, Inc.)
July 2012**

Article I – Membership

The Corporation shall have no members.

Article II – Board of Directors

A. Powers

The Board shall conduct or direct the affairs of the Corporation and exercise its powers subject to the limitations of the Idaho Nonprofit Corporation Act, the Articles of Incorporation, and 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 are exercised under the Board's ultimate jurisdiction.

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:

1. To appoint and remove officers, agents, 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 its Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Idaho Nonprofit Corporation Act and the limitations noted in these Bylaws.

B. Number of Directors and Term

There shall be five (5) Directors of the Corporation serving in staggered terms for which not more than two (2) such terms will 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.

The Directors' terms shall expire at the adjournment of the Annual Meeting of the Directors in the year set by each letter designation. Directors will be appointed to serve three-year terms.

C. Appointment of Directors

1. Qualification. The Directors holding seats A and B shall be either a parent or guardian of a student enrolled in the School at the time of their appointment.

The Directors holding seats C and D need not be a parent or guardian of a student, but must be conversant with and supportive of the Harbor School Method™ as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School Method™ be either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School Method™.

The Director holding Seat E must either (i) be the parent or guardian of a student enrolled in the School at the time of appointment, or (ii) meet the criterion for appointment to Seats C or D.

2. Appointing. Directors will be appointed to fill vacancies on the Board by majority vote of remaining Directors, even if less than a quorum, at the Corporation's annual meeting, held pursuant to Section IV.B.
3. Term. Directors shall be appointed to a three (3) year term of office. Each Director shall serve until his/her successor is appointed by the Board at the annual meeting of the Corporation.

D. Removal of Directors

A Director may be removed without cause as provided by in 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 or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Act.

E. Resignation of a Director

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or any later date specified in the notice.

F. Vacancies

A vacancy shall be declared by the Board of Directors when any person has been appointed but has failed to qualify for office, or within 30 days of when any Director shall (a) die; (b) resign as Director; (c) refuse to serve as Director, (d) without excuse acceptable to the Board of Directors, fail to attend four (4) consecutive Regular Meetings of the Board; or (e) be removed as provided in the Bylaws.

Such declaration of vacancy shall be made at any Regular or Special Meeting of the Board of Directors, at which any of the above-mentioned conditions are determined to exist.

Any vacancy on the Board may be filled by an appointment made by the Board of Directors.
Amended and Restated Bylaws of Liberty Charter School, page 3

G. Compensation of Directors

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual, reasonable, and necessary expenses directly related to the performance of a Director's duties and obligations as a member of the Board of Directors.

Article III – Principal Office

The Corporation's principal office shall be at 9955 Kris Jensen Lane, Nampa, Idaho 83686, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in the principal office on the copy of the Bylaws maintained by the Secretary.

Article IV – Meetings of the Board

A. Place of Meetings

Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may delegate. Board meetings shall comply with all laws and rules regarding open meetings, where applicable.

B. Annual Meetings

The annual meeting of the Directors of the Corporation for the appointment of Directors and election of 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 at the *Regular July meeting*. If the annual meeting of the Directors be not held as herein prescribed, the appointment of Directors and election Officers may be held at any meeting called thereafter pursuant to these Bylaws.

C. Regular Meetings

Regular meetings shall be held at various times within the year as the Board determines.

D. Special Meetings

A Special Meeting shall be held at any time called by any two (2) Directors.

E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than twenty-four (24) hours, notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

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 and on the Liberty Charter School website.

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

Article V – Action by the Board

A. Quorum

A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; but if less than a majority of the Directors are present at such meeting, a majority of the Directors present may adjourn the meeting.

B. Action by the Board

The actions done and decisions made by a majority of the Directors present at a meeting duly held at which a quorum is present are the actions and decision of the Board. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.

C. Committees

1. **Appointment of Committees.** The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Committee will consist of not less than two (2) Directors, who shall serve at the pleasure of the Board.
2. **Authority of Board Committees.** The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:
 - a. Filling vacancies on the Board or any Committee which has the authority of the Board.
 - b. The amendment or repeal of any Board resolution.
 - c. The amendment or repeal of Bylaws or the adoption of new Bylaws.
 - d. The appointment of other Committees of the Board or the members of the Committees.
 - e. The approval of any self-dealing transaction, as defined by the Idaho Nonprofit Corporation Act.
3. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the Regular and Special Meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. **Performance of Duties.** Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as an ordinary, prudent person in a like position would use under similar circumstances.
2. **Reliance on Others.** In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent accountants, or other persons as to matters that the Director believes are within that person's professional or expert competence; or

c. A Board Committee on which the Director does not serve, as to matters within its

designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry, when the need is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probably safety of the Corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

E. 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 that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information in addition to any obligations imposed by any applicable federal, state, or local law.

F. Participation in Discussions and Voting

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Director shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction, (b) conflict of interest, (c) indemnification of that Director, or (d) any other matter at the discretion of a majority of the Directors then present.

G. 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 VI – Officers and Elections

A. Officers

The officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary (hereinafter "Secretary"), and a Treasurer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it

was Regular or Special (and is Special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. Officers of the Corporation must also be duly appointed Directors of the Corporation. A Director may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair.
3. Term of Office. 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. If an officer resigns or is removed as a Director, then such individual shall also be removed as an officer.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of the notice or at a later date if specified in the notice.

Article VII – Non-Liability of Directors

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

Article VIII – Indemnification of Corporate Agents

The Corporation shall indemnify any Director, officer, employee, or other agent of this Corporation who has been successful (1) on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, the Corporation's agent, or (2) in defense of any claim, issue, or matter therein. In such case, the Corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation, but only to the extent allowed by, and in accordance with the requirements of, the Idaho Nonprofit Corporation Act.

Article IX – Insurance for Corporate Agents

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Director, officer, employee, or other agent of the Corporation against any liability other than for violating provisions of law 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 Nonprofit Corporation Act.

Article X – Self-Dealing Transactions

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party in which one or more of the Directors has a material financial interest ("interested Director(s)"). Notwithstanding this definition, a transaction which is part of a public or charitable program of the Corporation is not self-dealing transactions, and are subject to the Board's general standard of care, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one of more Directors or their families because they are in a class of persons intended to be benefited by the program.

Article XI – Other Provisions

A. Fiscal Year

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

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. 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.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, order for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair or Treasurer.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a 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 scope of effect of any provisions.

E. Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract, other transaction, or program presented to or discussed by the Board of Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board of 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 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). 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:

1. Regular annual statements from Directors, officers, and key employees to disclose existing and potential conflicts in interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies.

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 is the part (or one of the parties) contracting or dealing with the Corporation, or is a director or officer of or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter

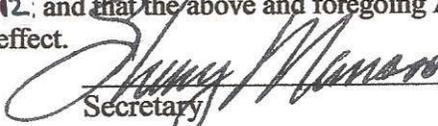
Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of these Bylaws control.

Article XII – Amendment

A majority of the Directors may adopt, amend, or repeal these Bylaws.

Certificate of Secretary

The undersigned does hereby certify that he or she is the Secretary of Liberty Charter School, Inc., an Idaho nonprofit corporation duly organized and existing under the laws of the State of Idaho, that the foregoing Amended and Restated Bylaws of said Corporation were duly and regularly adopted as such by the Board of Directors of said Corporation at its meeting on July 20, 2012, and that the above and foregoing Amended and Restated Bylaws are now in full force and effect.


Secretary

Appendix E: Board Roster

Nampa Charter School, Inc. (Liberty Charter School)
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------|--------------------------|---------------------------------|--|--------------|
| Sheila Bryant | Chair | 07/2012 – 07/2015 | Sheila.bryant61@gmail.com | 208-880-7499 |
| Clyde Colbert | Vice Chair | 07/2012 – 07/2015 | clydec@qntx.com | 208-465-7571 |
| Sherry Mancuso | Secretary / Treasurer | 07/2013 – 07/2016 | sherry@idahocardiology.com | 208-697-4913 |
| Robbie Hamblin | Member | 07/2011 – 07/2014 | rhamblin@cableone.net | 208-461-2853 |
| Ted Hernandez | Member | 07/2013 – 07/2016 | Teodoro.hernandez@quest.com | 208-465-7104 |

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Nampa Charter School, Inc. (Liberty) Year Opened: 1999 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

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

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 must 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 |
|-----------------------------------|---|----------------|-----------------|---------------|
| | | 5 | 25 | |
| | Exceeds Standard: School received five stars on the Star Rating System | 4 | 20 | |
| | Meets Standard: School received three or four stars on the Star Rating System | 3 | 15 | |
| | Does Not Meet Standard: School received two stars on the Star Rating System | 2 | 0 | |
| | Falls Far Below Standard: School received one star on the Star Rating System | 1 | 0 | |
| Notes | | | | <u>0.00</u> |

| 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 |
|----------------------------------|--|----------|-----------------|---------------|
| | | Reward | 25 | |
| | Exceeds Standard: School was identified as a "Reward" school. | None | 15 | |
| | Meets Standard: School does not have a designation. | Focus | 0 | |
| | Does Not Meet Standard: School was identified as a "Focus" school. | Priority | 0 | |
| | Falls Far Below Standard: School was identified as a "Priority" school. | | | |
| Notes | | | | <u>0.00</u> |

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 |
|---|--|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | Exceeds Standard: 90% or more of students met or exceeded proficiency. | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | Meets Standard: Between 65-89% of students met or exceeded proficiency. | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | | | | | <u>0.00</u> |
| 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 |
|--|--|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | Exceeds Standard: 90% or more of students met or exceeded proficiency. | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | Meets Standard: Between 65-89% of students met or exceeded proficiency. | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | | | | | <u>0.00</u> |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| Measure 3e Norm-Referenced Growth in Math | Are students making expected annual academic growth in math compared to their academic peers? | | | | | | |
| | Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| Measure 3f Norm-Referenced Growth in Language | Are students making expected annual academic growth in language compared to their academic peers? | | | | | | |
| | Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| Measure 3g Subgroup Growth Combined Subjects | Is the school increasing subgroup academic performance over time? | | | | | | |
| | Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | 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 Opportunity | 3-4 | 30 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 2 | 10 | | | | |
| | | 1 | 0 | | | 0.00 | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | | | Points Earned | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | | | 0.00 | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | | | Points Earned | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | | | 0.00 | |
| Measure 4c Graduation Rate Notes | 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 |

| MISSION-SPECIFIC GOALS | | | |
|------------------------|---|---------------|------------------------|
| Measure 1 | Is the school providing a safe, supportive learning environment for elementary students? | Result | Points Possible |
| | Exceeds Standard: Liberty's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 90-100%. | | 125 |
| | Meets Standard: Liberty's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 75-89%. | | 100 |
| | Does Not Meet Standard: Liberty's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 60-74%. | | 50 |
| | Falls Far Below Standard: Liberty's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was less than 60%. | | 0 |
| | | | 0.00 |
| Notes | Students in grades 3 through 5 will be given the Advanced-Ed Secondary (Elementary) Survey. The survey includes 20 questions measured on a 1 to 3 scale (from "I Don't Agree" to "I Agree"). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Liberty will calculate the total positive response rate on the survey by summing up the total number of "I Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year. | | |
| Measure 2 | Is the school providing a safe, supportive learning environment for secondary students? | Result | Points Possible |
| | Exceeds Standard: Liberty's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 83-100%. | | 125 |
| | Meets Standard: Liberty's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 70-82%. | | 100 |
| | Does Not Meet Standard: Liberty's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 55-69%. | | 50 |
| | Falls Far Below Standard: Liberty's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was less than 55%. | | 0 |
| | | | 0.00 |
| Notes | Students in grades 6 through 12 will be given the Advanced-Ed Secondary (Middle and High School) Survey. The survey includes 32 questions measured on a 1 to 5 scale (from strongly disagree to strongly agree). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Liberty will calculate the total positive response rate on the survey by summing up the total number of "Agree" and "Strongly Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year. | | |

| | | Result | Points Possible | Points Earned |
|------------------|--|--------|-----------------|---------------|
| Measure 3 | Is the school's School-to-Work character education program preparing 6th - 8th grade students for future success in the workplace? | | | |
| | Exceeds Standard: 90-100% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 225 | |
| | Meets Standard: 80-89% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 180 | |
| | Does Not Meet Standard: 70-79% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 90 | |
| | Falls Far Below Standard: Less than 70% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | The School-to-Work Evaluation will be completed by the School-to-Work course supervisors as a committee. Students receive a score of 0 to 4 for each measure, and a final, averaged score. The School-to-Work supervisors include the school's administrator/teacher, café manager, and café cook. The School-to-Work Evaluation is included as an attachment. Results will be reported to the PCSC by October 1 of each year. | | | |
| | | Result | Points Possible | Points Earned |
| Measure 4 | Is the school helping prepare high school students for success in the workplace? | | | |
| | Exceeds Standard: 90-100% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 225 | |
| | Meets Standard: 80-89% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 180 | |
| | Does Not Meet Standard: 70-79% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 90 | |
| | Falls Far Below Standard: Less than 70% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | The Apprenticeship Evaluation will be completed individually by the school intership advisor and on-site supervisor(s). Students receive a score of 0 to 4 for each measure, and a final, averaged score. The Apprenticeship Evaluation is included as an attachment. Results will be reported to the PCSC by October 1 of each year. | | | |

| INDICATOR 1: EDUCATIONAL PROGRAM | | Result | Points Possible | Points Earned |
|---|---|--------|-----------------|---------------|
| Measure 1a Implementation of Educational Program | Is the school implementing the material terms of the educational program as defined in the performance certificate? | | | |
| | <p>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.</p> <p>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.</p> | | 25 | |
| | | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 | |
| | | | 15 | |
| | | | 0 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 25 | |
| | | | 15 | |
| | | | 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? | | | |
| | <p>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.</p> | | 25 | |
| | <p>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.</p> | | 15 | |
| | <p>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.</p> | | 0 | |
| | | | | 0.00 |
| Notes | | | | |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | <p>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.</p> | | 25 | |
| | <p>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.</p> | | 15 | |
| | <p>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.</p> | | 0 | |
| | | | | 0.00 |
| Notes | | | | |
| Measure 2b GAAP | Is the school following Generally Accepted Accounting Principles (GAAP)? | | | |
| | <p>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.</p> | | 25 | |
| | <p>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.</p> | | 0 | |
| | | | | |
| 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer. | | 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 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 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 | |
| Notes | | | | 0.00 |
| | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| | | 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 | | | <u>0.00</u> | |
| <hr/> | | | | |
| 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 | | | <u>0.00</u> | |
| <hr/> | | | | |
| 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 | | | <u>0.00</u> | |

| INDICATOR 5: SCHOOL ENVIRONMENT | | | |
|---|--|---------------|------------------------|
| Measure 5a Facilities and Transportation | Is the school complying with facilities and transportation requirements? | Result | Points Possible |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 |
| | | | 15 |
| | | | 0 |
| Notes | | | 0.00 |
| Measure 5b Health and Safety | Is the school complying with health and safety requirements? | Result | Points Possible |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 |
| | | | 15 |
| | | | 0 |
| Notes | | | 0.00 |
| Measure 5c Information Handling | Is the school handling information appropriately? | Result | Points Possible |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 |
| | | | 15 |
| | | | 0 |
| Notes | | | 0.00 |

| ADDITIONAL OBLIGATIONS | | Result | Points Possible | Points Earned |
|--------------------------------------|--|--------|-----------------|---------------|
| Measure 6a Additional Obligations | <p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 25 | |
| | Notes | | 0 | 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | |
|--|--|-------------------------------|-----------------------------|
| <p>Measure 1a Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0.00</p> | <p>Points Possible</p> | <p>Points Earned</p> |
| <p>Measure 1b Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>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.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0.00</p> | <p>Points Possible</p> | <p>Points Earned</p> |
| <p>Measure 1c Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>0.00</p> | <p>Points Possible</p> | <p>Points Earned</p> |
| <p>Measure 1d Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>0.00</p> | <p>Points Possible</p> | <p>Points Earned</p> |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | |
|---|--|---------------|------------------------|----------------------|
| Measure 2a Total Margin and Aggregated 3-Year Total Margin | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | Result | Points Possible | Points Earned |
| | | | 50 | |
| | | | 10 | |
| | | | 0 | |
| | | | | 0.00 |
| Notes | | | | |
| Measure 2b Debt to Asset Ratio | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | Result | Points Possible | Points Earned |
| | | | 50 | |
| | | | 30 | |
| | | | 0 | |
| | | | | 0.00 |
| Notes | | | | |
| Measure 2c Cash Flow | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | Result | 0 | Points Earned |
| | | | 50 | |
| | | | 30 | |
| | | | 0 | |
| | | | | 0.00 |
| Notes | | | | |
| Measure 2d Debt Service Coverage Ratio | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | Result | Points Possible | Points Earned |
| | | | 50 | |
| | | | 0 | |
| | | | | 0.00 |
| Notes | | | | |

NAMPA CHARTER SCHOOL (LIBERTY) --- 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 |
|---|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Supportive Learning Environment - Elem | 1 | | | | 125 | 7% | 0.00 |
| Supportive Learning Environment - MS / HS | 2 | | | | 125 | 7% | 0.00 |
| MS School-to-Work Class | 3 | | | | 225 | 13% | 0.00 |
| HS Apprenticeship | 4 | | | | 225 | 13% | 0.00 |
| Total Possible Mission-Specific Points | | 600 | 40% | | 700 | 40% | |
| Total Mission-Specific Points Received | | | | 0.00 | | | 0.00 |
| % of Possible Mission-Specific Points Received | | | | 0.00% | | | 0.00% |

| | | | | | | | |
|--|--|------|--|-------|------|--|--------------|
| TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | 1500 | | | 1750 | | |
| TOTAL POINTS RECEIVED | | | | 0.00 | | | 0.00 |
| % OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | | | 0.00% | | | 0.00% |

| OPERATIONAL | Measure | Points Possible | % of Total Points | Points Earned |
|---|---------|-----------------|-------------------|---------------|
| Educational Program | 1a | 25 | 6% | 0.00 |
| | 1b | 25 | 6% | 0.00 |
| | 1c | 25 | 6% | 0.00 |
| | 1d | 25 | 6% | 0.00 |
| Financial Management & Oversight | 2a | 25 | 6% | 0.00 |
| | 2b | 25 | 6% | 0.00 |
| Governance & Reporting | 3a | 25 | 6% | 0.00 |
| | 3b | 25 | 6% | 0.00 |
| Students & Employees | 4a | 25 | 6% | 0.00 |
| | 4b | 25 | 6% | 0.00 |
| | 4c | 25 | 6% | 0.00 |
| | 4d | 25 | 6% | 0.00 |
| School Environment | 5a | 25 | 6% | 0.00 |
| | 5b | 25 | 6% | 0.00 |
| | 5c | 25 | 6% | 0.00 |
| Additional Obligations | 6a | 25 | 6% | 0.00 |
| TOTAL OPERATIONAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE OPERATIONAL POINTS | | | | 0.00% |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 0.00 |
| | 1b | 50 | 13% | 0.00 |
| | 1c | 50 | 13% | 0.00 |
| | 1d | 50 | 13% | 0.00 |
| Sustainability Measures | 2a | 50 | 13% | 0.00 |
| | 2b | 50 | 13% | 0.00 |
| | 2c | 50 | 13% | 0.00 |
| | 2d | 50 | 13% | 0.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 0.00% |

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|-----------------------------|-----------------------------|-------------|-----------------------------|------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% | of points possible | 90% - 100% | of points possible | 85% - 100% | of points possible |
| <p>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.</p> | 55% - 74% | of points possible | 80% - 89% | of points possible | 65% - 84% | of points possible |
| <p>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.</p> | 31% - 54% | of points possible | 61% - 79% | of points possible | 46% - 64% | of points possible |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 0% - 30% | of points possible | 0% - 60% | of points possible | 0% - 45% | of points possible |

School-to-Work Evaluation

Student Name: _____

Date: _____

Your Name: _____

Your Role: Principal Café Manager Café Cook

The purpose of the apprenticeship evaluation is to communicate to the student his/her level of employment readiness after high school. Please evaluate the student on the basis of the following areas (as applicable) based on his/her behavior during the apprenticeship:

N/A – Not applicable. I did not have an opportunity to observe the student in an activity/situation that demonstrated skill.

0 – Not Acceptable

1 – Needs Improvement. Student does not meet behavior/performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and / or supervision.

2 – Meets Expectations. Competent and dependable performance level. Meets the performance standards and objectives of the task without constant follow-up / direction.

3 – Exceeds Expectations. Results clearly exceed established requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.

4 – Outstanding. Student consistently exceeds expectations with virtually no detected preventable/controllable errors, requiring little or no supervision.

| Category/Skill | 0 Point Example | N/A | 0 Not Acceptable | 1 Needs Improvement | 2 Meets Expectations | 3 Exceeds Expectations | 4 Outstanding | 4 Pt Example |
|---|--|-----|------------------|---------------------|----------------------|------------------------|---------------|---|
| QUALITY OF WORK | | | | | | | | |
| Thoroughness | Work/tasks were consistently submitted incomplete or lacking thoroughness/depth. | | | | | | | Thoroughness of submitted work/tasks consistently went far beyond expectations. |
| Neatness | Submitted/carried out work was consistently messy and/or disorganized. | | | | | | | Organization, neatness, & professional appearance of submitted/completed work consistently exceeded expectations. |
| Work completed according to guidelines | Submitted work/tasks consistently failed to reflect established guidelines. | | | | | | | Submitted work/tasks consistently addressed & exceeded all established guidelines. |
| Attention to Detail | When accomplishing a task, failed to cover any aspects of the work involved. | | | | | | | When accomplishing task, consistently exceeded expectations in covering all aspects of work involved. |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| WORK RELATIONSHIPS | | | | | | | | |
| Communication | Consistently lacked skills in appropriately addressing co-workers, supervisors, or clients. | | | | | | | Ability to appropriately address co-workers, supervisors or clients consistently exceeded expectations. |
| Cooperation | Consistently unable to complete work/tasks in cooperation with co-workers, clients, and supervisors. | | | | | | | Consistently exceeded expectations in ability to complete work/tasks in cooperation with co-workers, clients, and supervisors. |
| Respect for Authority | Consistently failed to show respect for and address supervisors appropriately. | | | | | | | Consistently exceeded expectations in ability to show respect for & address supervisors appropriately. |
| Response to Change | Consistently failed in responding positively to changing direction, and/or additional assignments. | | | | | | | When asked to change direction of work, switch to another assignment, add a new assignment, etc., a positive response was provided in all circumstances. |
| WORK ETHIC | | | | | | | | |
| Attendance | Consistently failed to be punctual to work and/or complete the hours scheduled. | | | | | | | Consistently exceeded expectations in punctuality, completing scheduled hours, & staying until work was completed, if necessary. |
| Observance of Company Rules & Policies | Consistently failed to observe company rules & policies, and demonstrated an overall lack of regard for such policies. | | | | | | | Consistently exceeded in demonstrating an understanding of and respect for adapting to and working in accordance with company rules & policies. |
| Desire to Excel | Demonstrated no desire to go above and beyond work assignments and little desire to carry out basics of the work. | | | | | | | Consistently went above and beyond in completing all work assignments, and looked for additional ways to learn, be productive, and useful to the organization. |
| Initiative | Consistently failed to seek out appropriate work or tasks in order to be a productive presence. | | | | | | | Consistently exceeded expectations in seeking out additional work or tasks in order to be a productive presence at all times. |
| | Consistently unable to | | | | | | | Exceeded expectations in |

| | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|---|
| Creativity | creatively address within the organization's parameters work or tasks when assigned. | | | | | | | creatively addressing work or tasks when assigned and demonstrated knowledge to do so within the organization's parameters. |
| KNOWLEDGE ACQUISITION | | | | | | | | |
| Ability to follow instructions | Submitted work, or carrying out of tasks showed inability to accurately follow instructions. | | | | | | | The ability to accurately follow instructions was evident in every work or task completed. |
| Ability to learn | Consistently unable to put training/education into practice quickly. | | | | | | | Exceeded expectations to learn quickly and put what was learned into practice Immediately in almost all circumstances. |

Overall, if you were looking for individual to hire, what insight would you offer to this student based on his or her work with you?

Apprenticeship Evaluation

Student Name: _____

Date: _____

Your Name: _____

Your Role: On-site Supervisor Apprenticeship Advisor

Company Name: _____

The purpose of the apprenticeship evaluation is to communicate to the student his/her level of employment readiness after high school. Please evaluate the student on the basis of the following areas (as applicable) based on his/her behavior during the apprenticeship:

N/A – Not applicable. I did not have an opportunity to observe the student in an activity/situation that demonstrated skill.

0 – Not Acceptable

1 – Needs Improvement. Student does not meet behavior/performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and / or supervision.

2 – Meets Expectations. Competent and dependable performance level. Meets the performance standards and objectives of the task without constant follow-up / direction.

3 – Exceeds Expectations. Results clearly exceed established requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.

4 – Outstanding. Student consistently exceeds expectations with virtually no detected preventable/controllable errors, requiring little or no supervision.

| Category/Skill | 0 Point Example | N/A | 0 Not Acceptable | 1 Needs Improvement | 2 Meets Expectations | 3 Exceeds Expectations | 4 Outstanding | 4 Pt Example |
|---|--|-----|------------------|---------------------|----------------------|------------------------|---------------|---|
| QUALITY OF WORK | | | | | | | | |
| Thoroughness | Work/tasks were consistently submitted incomplete or lacking thoroughness/depth. | | | | | | | Thoroughness of submitted work/tasks consistently went far beyond expectations. |
| Neatness | Submitted/carried out work was consistently messy and/or disorganized. | | | | | | | Organization, neatness, & professional appearance of submitted/completed work consistently exceeded expectations. |
| Work completed according to guidelines | Submitted work/tasks consistently failed to reflect established guidelines. | | | | | | | Submitted work/tasks consistently addressed & exceeded all established guidelines. |
| Attention to Detail | When accomplishing a task, failed to cover any aspects of the work involved. | | | | | | | When accomplishing task, consistently exceeded expectations in covering all aspects of work involved. |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| WORK RELATIONSHIPS | | | | | | | | |
| Communication | Consistently lacked skills in appropriately addressing co-workers, supervisors, or clients. | | | | | | | Ability to appropriately address co-workers, supervisors or clients consistently exceeded expectations. |
| Cooperation | Consistently unable to complete work/tasks in cooperation with co-workers, clients, and supervisors. | | | | | | | Consistently exceeded expectations in ability to complete work/tasks in cooperation with co-workers, clients, and supervisors. |
| Respect for Authority | Consistently failed to show respect for and address supervisors appropriately. | | | | | | | Consistently exceeded expectations in ability to show respect for & address supervisors appropriately. |
| Response to Change | Consistently failed in responding positively to changing direction, and/or additional assignments. | | | | | | | When asked to change direction of work, switch to another assignment, add a new assignment, etc., a positive response was provided in all circumstances. |
| WORK ETHIC | | | | | | | | |
| Attendance | Consistently failed to be punctual to work and/or complete the hours scheduled. | | | | | | | Consistently exceeded expectations in punctuality, completing scheduled hours, & staying until work was completed, if necessary. |
| Observance of Company Rules & Policies | Consistently failed to observe company rules & policies, and demonstrated an overall lack of regard for such policies. | | | | | | | Consistently exceeded in demonstrating an understanding of and respect for adapting to and working in accordance with company rules & policies. |
| Desire to Excel | Demonstrated no desire to go above and beyond work assignments and little desire to carry out basics of the work. | | | | | | | Consistently went above and beyond in completing all work assignments, and looked for additional ways to learn, be productive, and useful to the organization. |
| Initiative | Consistently failed to seek out appropriate work or tasks in order to be a productive presence. | | | | | | | Consistently exceeded expectations in seeking out additional work or tasks in order to be a productive presence at all times. |
| | Consistently unable to | | | | | | | Exceeded expectations in |

| | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|---|
| Creativity | creatively address within the organization's parameters work or tasks when assigned. | | | | | | | creatively addressing work or tasks when assigned and demonstrated knowledge to do so within the organization's parameters. |
| KNOWLEDGE ACQUISITION | | | | | | | | |
| Ability to follow instructions | Submitted work, or carrying out of tasks showed inability to accurately follow instructions. | | | | | | | The ability to accurately follow instructions was evident in every work or task completed. |
| Ability to learn | Consistently unable to put training/education into practice quickly. | | | | | | | Exceeded expectations to learn quickly and put what was learned into practice Immediately in almost all circumstances. |

Overall, if you were looking for individual to hire, what insight would you offer to this student based on his or her work with you?

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures

A. Submission of Meeting Materials (Adopted June 13, 2013)

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.

B. New Charter Petitions (Adopted February 13, 2014)

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. 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. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon 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.
- 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.

3. Petition Evaluation Process (continued)

- 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.
- 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 (Adopted February 13, 2014)

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 be 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. 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.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter 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.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- 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.

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

Nampa Charter School, Inc., commonly known as Liberty Charter School
April 17, 2014

Nampa Charter School, Inc., commonly known as Liberty Charter School, will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol



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:

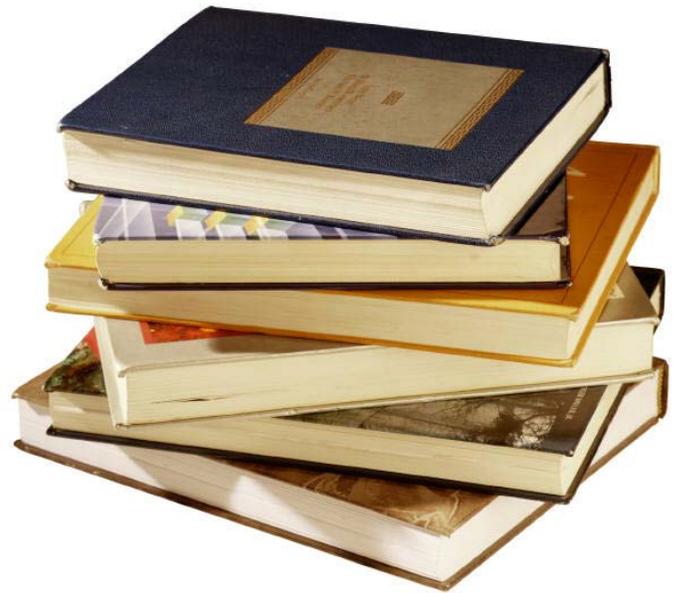
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

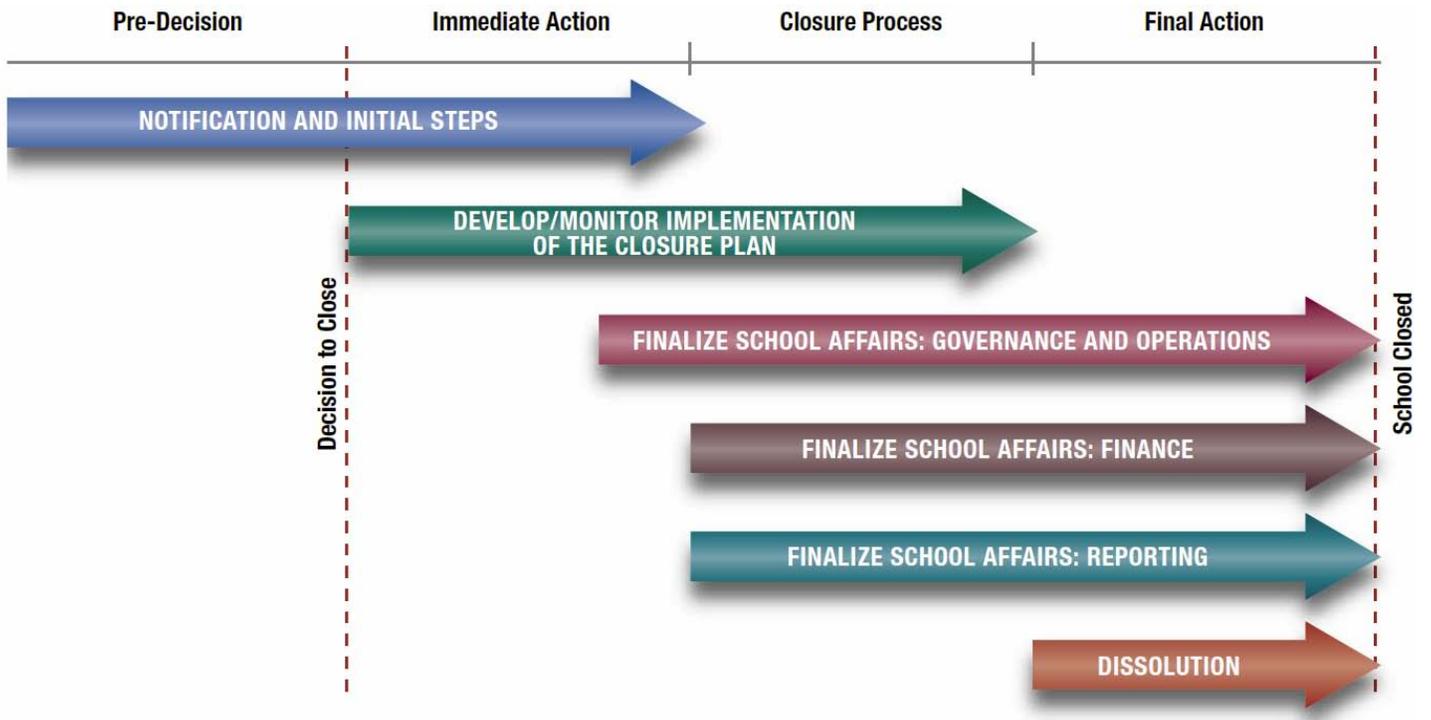
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 | | | |

| | | | | |
|--|-------------------------|--|--|--|
| <p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. | <p>School, PCSC</p> | | | |
|--|-------------------------|--|--|--|

Develop/Monitor Implementation of the Closure Plan

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Prepare and Submit End-of-Year Reports</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Prepare Final Report Cards and Student Records Notice</p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p> | School | | | |
| <p>Prepare and Submit Final ISEE Report</p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p> | School, SDE | | | |
| <p>Prepare and Submit Final Budget and Financial Reporting</p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p> | School, SDE | | | |
| <p>Prepare and Submit All Other Required State and Federal Reports</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Prepare and Submit Final Closure Report to the PCSC</p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Victory 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 June 17, 2004, the Idaho State Board of Education approved a petition for the School to be authorized by the Authorizer; and

WHEREAS, the School began operations in the year 2004; 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 2004. 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 **April 17, 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 develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- B. Grades Served.** The School may serve students in **Kindergarten through grade 12**.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.

- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
- Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do. Work-related programs appropriate for each grade level will be carried out, and will include an eighth-grade experience when each student spends two weeks working in the café under the direct supervision of the administrator. Working alongside the students, the administrator will give students feedback and issue a final grade based upon their work performance.
- Provide a School-to-Work emphasis and school culture by adopting policies that are intentionally designed to prepare students for the rigors and challenges of the workplace, including school policies establishing strict attendance requirements, respect for authority, real-life consequences for both positive and negative behaviors, and a culture of respect and kindness.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn. The principals’ primary responsibility will be to support teachers and protect teaching time and to be present throughout all student contact areas during school hours. The principal(s) will be visible to students in the classroom, in the hallways, in the lunchroom, and on the playground, and will perform before- and after-school duties, and lunchroom duty in order to model attitude and effort and servant leadership. The principal(s) will also provide daily supervision and support of teachers to ensure instructional fidelity.
- Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the

School.

- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 440 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten: 24

1st grade: 28

2nd-3rd grades: 30

4th-6th grades: 33

7th-8th grades: 35

High school enrollment (grades 9-12) will not exceed 159, with anticipated grade-based caps as follows:

42 9th

42 10th

35 11th

35 12th

In the event that more than 35 students choose to return to be enrolled in 11th or 12th grade, the school will adjust the number of student openings in 9th and/or 10th grade

downward to ensure that total high school enrollment does not exceed 159 and the overall student enrollment does not exceed the enrollment cap of 440 students. When grade-based caps must be adjusted based on returning enrollment, the Liberty Charter School Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to the school's lottery application deadline and will post the annual enrollment capacity information on the school's website within five (5) days of the Board vote.

- 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.** 9779 Kris Jensen Lane, Nampa, ID 83686. 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:
North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- 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 **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Victory 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

Victory Charter School, Inc.
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

VICTORY CHARTER SCHOOL

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VICTORY CHARTER SCHOOL

“...We held on to our central truth - that it is not possible to change significantly what happens in schools unless you change significantly the nature of the human relationships that form the educational experiences.”

-Olds & Pearlman, Designing the New American School

INTRODUCTION

This proposal was made possible by Idaho Code, Chapter 52, Title 33, passed by the Idaho Legislature in 1998. Charter schools provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Effectively using technology as a tool;
- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the school established under this plan accountable for meeting measurable pupil outcomes, both behaviorally and academically.

We respectfully submit this proposal to allow parents the opportunity to qualify for the lottery in accordance with the Charter legislation.

Our proposal for Victory Charter School is an alternative educational opportunity that mirrors Liberty Charter School by offering students the promise of a Kindergarten through Grade 12 education, which will lead to a successful high school experience and/or admission to an institution of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, the parents, the community and the individual learners.

Unique Aspects:

The distinctive aspects of Victory Charter School include the addition of seventh and eighth grade, as well as the high school grades, the study of a second language, piano lessons for Kindergarten through third grade students, enriched gifted and talented services, integration of community service into the learning process, and within eighteen months a full integration of technology as a learning tool.

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Seventh/Eighth Grade Opportunity - Realizing that the junior high years are critical to a child's self esteem, we will offer seventh grade the school year 2002/2003 and eighth grade the following year. The focus of the seventh and eighth grades will be to provide a different environment where students will experience less stress. There will be 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.

High School Opportunity - The focus of Victory High School's curriculum will be math and science, while integrating and ensuring all required academic areas are covered. Student learning in every curricular area will be most notably advanced using independent and group learning projects to achieve the learning goals of each student. Mini-labs, conducted weekly in small groups, will specifically address student needs in the areas of math and science. Academic challenge opportunities in the math/science focus will include Advanced Placement exams and Concurrent Credit courses, with the goal of helping each graduating student who has college as a goal to obtain a minimum of nine (9) college credits. Additionally, apprenticeships and internships will be organized to encourage math/science opportunities, with other academic interests supported, outside of the classroom for career exploration. Eligible Victory Charter School students will also be able to participate in dual enrollment opportunities with other school districts as provided for in Chapter 2, Title 33, Idaho Code, and Victory Charter School's policies regarding dual enrollment. All coursework (e.g. content) will be designed in light of Northwest Regional Accreditation and state standards. All teachers will be accredited in one of the following fields: mathematics, science, language arts or social studies.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Charter curriculum. The foreign language choice will be Spanish. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- Knowledge of a second language is essential in over 60 occupations
- Each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- Commercial language schools now have waiting lists, due to increased demands in Business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language

The initial emphasis will be with intermediate level learners (ages 9-13). An expected outcome is that learners will communicate and interact effectively in a second language.

Music; Piano Lessons - Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - can dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Recent studies of 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.

Therefore, we propose to create a piano lab within the first two years of the inception of the Victory Charter School where primary students (grades K - 3) will learn the basics of playing the keyboard. Older students will continue their musical instruction through expanded choir, band, and orchestra programs. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible...for the stimulus a child receives early in life will determine how well their brain functions through life.

Gifted and Talented Enrichment - 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.

Victory Charter School will use the following outline of identification procedures for our gifted and talented program:

- Intellectual/Academic and Specific Academic - see attached student profile (Included in Attachment 1)
- Creativity - see attached student profile (Included in Attachment 1)

Community Service - Community service is a vital and distinctive element of the Charter curriculum. Learners reap the rewards that come from being active, contributing community members. They experientially discover the interrelationships of community members. They feel the satisfaction of seeing their activity produce positive changes in their community and their lives. The community service requirement is designed to instill a sense of individual, social, and civic responsibility. It enables learners to become whole people whose presence in society is valuable because of their development of values and newly found knowledge to solve for the needs of others. Specifics of the program are determined by the learners and Victory Charter staff during the initial weeks of each school year, based on current community needs and interaction with community and governmental leaders.

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 help students guide their own education. They support a child’s natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. “Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. Interactive technologies properly used for this goal leap the barriers of time, space and limited attention span and bring the world to our fingertips.

In our charter effort within the first 24 months, computers will be tools used for activities such as:

- Research - Access information via electronic reference books, databases, networks, etc.
- Authoring - Create and illustrate stories and reports to share with others in media such as printed documents videos and digital film.
- Drill, Practice, Remediation - Computers take over tedious routines, providing instant feedback on mistakes and how to correct them. It is possible to evaluate learning needs and take learners back to foundation knowledge they may have missed.
- Computation - Learning mathematical skills through spreadsheets and other software applications helps prepare learners for future careers.
- Record Keeping and Storage - Charter learners discover that computer databases are effective tools for tracking school and business records, schedules, inventories, etc.
- Communication - Network link learners at school with their homes, other schools and national resource centers.

ELEMENT ONE: CHARTER REQUEST

In accordance with Idaho Code Section 33-5205, we, the undersigned, formally request the Nampa School District Board of Trustees to grant a charter to operate the Nampa II Charter School from July 1, 2002 until June 30, 2007 with the opportunity to request a renewal of the Charter as described in Idaho Code Section 33-5209.

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ELEMENT TWO: PHILOSOPHY AND MISSION

Change will be a core characteristic of the 21st Century. The future workforce will change jobs an average of eight times during their working lives, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

Victory 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 high school and be offered the invitation of a post-secondary education and satisfying employment.

This mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- 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;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Victory Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;

- Learners internalize that what they learn and do in school makes a positive change in the community;
- Challenged learners have an individual plan and support is an intrinsic part of the educational program;
- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

The philosophy of Victory Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

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 Victory Charter School setting. We believe that a “kind” environment should be extended through the potentially tumultuous junior high years.

ELEMENT THREE: THE GOVERNANCE STRUCTURE OF THE SCHOOL

The Governing Board of the Victory Charter School will be organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board will provide copies of the articles and bylaws of this non-profit corporation to the Public Charter School Commission. The Victory Charter Governing Board will be deemed public agents to control the articles and bylaws of the non-profit corporation known as Victory Charter School. The Governing Board will have all the power and duties afforded to a Board of Trustees. Victory 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. If Victory Charter School is voluntarily relinquished, revoked, or expires, the school’s sponsor will be the recipient of all moveable assets.

Victory Charter School will be liable for all acts, omissions, debts or other obligations. Victory Charter School shall defend, hold harmless and indemnify the Victory Charter Board and its sponsor, the Idaho Public Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney’s fees and court costs, arising out of the operation of Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School. Victory Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. Documentation of insurance coverage will be filed with the Public Charter School Commission. Victory 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.

The five founding members of the Governing Board are Leslie Mauldin, Gayle O’Donahue, Joe Huff, Monte Schlerf and Anne Martin.

The Governing Board will direct Victory Charter School. Governing Board members will be appointed as provided by and in accordance with Idaho non-profit corporation law.

Victory Charter School will be on a year-round, single-track schedule. The calendar will be presented to the Idaho Public Charter School Commission, the school's sponsor.

The governing board will employ an administrator to operate the school on a day-to-day basis (see Attachment 6.)

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the administrator employed by the charter school. The state funding formula will provide the money to hire staff through the regular budgetary process. Volunteers will provide additional help, particularly in the physical set-up of the school for operation during its first year.

In its initial years of operation, Victory Charter School classrooms will be housed in portable buildings located at 1081 Lewis Lane, Nampa, ID, adjacent to Liberty Charter School. It is projected that Victory will build a permanent facility in the same location within three years of start-up. Victory Charter School will arrange to use Liberty Charter School's gym, library, computer lab, and music room, and will use Liberty's kindergarten classroom in the afternoon until the permanent facility is constructed.

PARENTAL INVOLVEMENT

Parents of the students who attend Victory Charter School will 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. Parents will sign the following eight specific policy letters: 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.
2. Parents will fill out an in-depth student profile based on Cynthia Ulrich Tobias's book, *The Way They Learn*.
3. Parents will be encouraged to attend two parent teacher conferences a year.
4. 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.

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.

ELEMENT FOUR: THE EDUCATIONAL LEARNING PROGRAM

All students will experience a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop their aesthetic talents in music, visual arts or performance;
- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;
- Understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies - history, geography, political science and economics.

Victory 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":

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Victory Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.

One way of accomplishing this focus will be through the Personalized Learning Goal. Working together, student, parent and educator consider learner 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 will be 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, Victory Charter School ensures that children are not penalized for the

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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 Victory Charter School'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. It is flexible to accommodate the individuality of learners and to evolve as Victory Charter School learns and grows.

The staff and parents of Victory Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Victory Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

The Educational Learning Program will be accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612 of Idaho Code and Administrative Rules for the Board of Education 08.02.03 Rules of Governing Thoroughness. The architects of Victory Charter School understand that a "thorough system of public schools" in Idaho is one in which:

- A safe environment conducive to learning is provided;
- Educators are empowered to maintain classroom discipline;
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
- The skills necessary to communicate effectively are taught;
- A basic curriculum necessary to enable students to enter academic or vocational post secondary educational programs are provided;
- The skills necessary for students to enter the work force are taught;
- The students are introduced to current technology; and
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Victory Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the "golden rule", and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc. creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach will create sensitivity for mankind in staff and students.

Victory Charter School will be accredited by the Idaho Department of Education.

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A Basic Curriculum

In keeping with Victory Charter School's mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation 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 emphasizes both the acquisition and application of knowledge.

The Victory Charter School curriculum contains both traditional academic subjects and additional language areas that make the Victory Charter unique. The Idaho State Department of Education's Standards and Benchmarks serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

Core Curriculum

Language Arts (English and Foreign) - The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar and vocabulary are integrated within the literature program.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as, creative, expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Science and Health - The Victory Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena.

Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually "doing" and "feeling". This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through 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,

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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 12th grade will follow the state standards and benchmarks. In addition, there will be a strong emphasis on community service in the seventh thru twelfth 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 members of our democratic community.

Environmental Education - Victory Charter School emphasizes responsibility towards the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real life issues such as coping with diminishing resources. Consistent participation in Nampa community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

Technology - Victory Charter School emphasizes the area of technology as outlined in Attachment 3. This will provide our learners with skills, which will prepare them for future employment. This supports a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. Learning how to learn is not only the real purpose of education, but it also leads to our goal of becoming lifelong learners.

Methods

Victory 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. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

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 one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning Opportunities

Multiple learning opportunities will be afforded to Victory 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 to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. For example, the Victory Charter School's requirement for students to perform genuine community service not only informs students about real needs our community has, but encourages them as a group to decide which ones they can reasonably address, plan an approach, implement the plan and then evaluate the result.

Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and "learning buddy" activities.

Assessment

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment is a means of measuring each learner's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery.

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but to encourage students to do their personal best and show them their own improvement throughout the year.

Self-assessment is a unique learning opportunity for Victory Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal 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. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages. In addition, we will assess the attitudes and personal /academic habits listed in Element 2 through teacher evaluations

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of projects and video presentations, as well as parental input. Performance will be assessed relative to district and state developed standards. Victory Charter School will assess its students on the Iowa Test of Basic Skills (ITBS).

ELEMENT FIVE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS

Victory Charter School lists below the standards, which are driven by the philosophy of the charter. Victory Charter School's guiding coalition will clearly define the essential knowledge and skills for student learning in each program area making standards subject specific within the first year of operation focusing on one subject area at a time beginning with language arts. 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.

Measurement

Victory Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, grade, through district, state and national testing. At the beginning of each year, all Victory Charter School students will be given a baseline assessment during the first three weeks of school. Kindergarten through second grade will be tested on the Metropolitan. Third through eighth grade students will be tested on the Iowa Tests of Basic Skills.

Students as a group will:

- Meet the statewide performance standards adopted by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- Achieve in the top quartile of the school's relative rank in all aspects of the following assessments:
 - Direct Write Assessment (State) - Grades 4, 8, 11
 - Direct Math Assessment (State) - Grades 4, 8, 11
 - Metropolitan Reading and Math - Grades 1 & 2;
 - Waterford Testing, Kindergarten - Grade 3;
 - Idaho Reading Assessment – Grades K – 3,
 - Idaho Standards Achievement Test (ISAT) – Grades 2-10
 - Reading as a Discipline.
- Achieve State Board of Education and State Department of Education developed standards for age levels, content areas and outcomes. These standards will be measured by student products, performances, exhibitions and tests that are directly related to locally developed expectations, such as the Math Exit Test and any future tests developed by the State Board of Education and State Department of Education, as well as any new state assessments developed in the future.
- We will meet the goals identified in this Charter petition when students demonstrate the following;
 - Score in the top quartile on standardized tests on the national, state, or district levels after a period of two consecutive academic years at Victory Charter School;
 - Reading at grade level by 3rd grade;
 - Computing math at grade level by 3rd grade;
 - Student absenteeism is less than 4%;

- Student tardies are less than 2%;
- 80% of the student body accomplishes the Personalized Learning Goals to be determined by classroom teacher and parent communication and observations;

7th through 12th grade students will 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;

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, etc.;

Samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge;

Students 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 computing grade level math will be identified and receive a variety of services including, Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions.

ELEMENT SIX: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER

All individuals to be employed by Victory Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description. Administrative and instructional staff will be certified teachers, as provided by rule of the State Board of Education. The Charter School will follow the supervision, evaluation, and dismissal as detailed in the Idaho Code.

ELEMENT SEVEN: HEALTH AND SAFETY OF PUPILS AND STAFF

Victory Charter School will comply with the provisions of Idaho Code § 33-5205(3)(f). Each new employee 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 requirement is a condition of employment.

Victory Charter School will follow the same procedures to ensure the health and safety of pupils and staff as are followed by Attachment 4.

The primary learning space for Victory Charter School will be located at 1081 E. Lewis Lane, Nampa, Idaho. The facility will be maintained to code and will ensure that all existing codes are met. The facility will be open to the public at large for visitation at any time.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

Admission Preferences I.C. 33-5206 & 33-5205(3)(j)

Victory Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Victory has established admission preferences for returning students, for children of founders and full-time employees of the school, for siblings of students already attending the school, and for students residing outside the primary attendance area.

Priority of Admission Preferences

Preferences for admission to Victory Charter School shall be as follows:

- a. First, to pupils returning to Victory in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Victory Charter School.
- c. Third, to siblings of pupils already enrolled in Victory Charter School.
- d. Fourth, to prospective students residing in the primary attendance area of Victory Charter School, defined as:

North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]

East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]

South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]

West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]

- e. Fifth, to prospective students residing outside the primary attendance area of Victory Charter School.

Equitable Selection Process for the Victory Charter School Waiting List

The Victory Charter School Governing Board shall determine its waiting list by conducting a lottery. The procedure, unless otherwise determined by the Governing Board and then approved by the school's authorizer, shall be conducted as follows:

The name of each prospective student on the waiting list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

All returning students will be indexed as "A," (returning students).

Students on the waiting list shall be indexed as follows: If the name of the person selected is the child of a founder or full-time employee, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that is already a Victory student, the letter "C" shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter "D" shall be written on such index card. If the name of the person selected resides outside Victory's primary attendance area, then the letter "E" shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.

With regard to the founders and full-time employees' preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B". If the number of index cards marked with the letter "B" equals ten percent (10%) of the capacity of Victory Charter School for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders and full-time employees' preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in the following order: "A", "B" index cards, based on the chronological order of the selection number written on each index card; "C" index cards, based on the chronological order of the selection number written on each index card; "D" index cards based on the chronological order of the selection number written on each index card; "E" index cards based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final waiting list.

Notification and Acceptance Process

Victory Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Prior to admission, all parents/guardians will sign a letter indicating they understand the Charter outcomes, philosophy and program. An admissions test will not be required.

ELEMENT NINE: REQUIREMENT FOR ANNUAL AUDIT AND PROGRAMMATIC OPERATION OF VICTORY CHARTER SCHOOL

Victory Charter School will follow the requirements set forth by Idaho Statutes regarding an annual audit. The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Victory Charter School will follow the requirements set forth by the Idaho Department of Education. The same format for account numbering will be used as set forth by the Department of Education.

Victory Charter School will submit to its sponsor copies of all accounting reports that are required to be submitted within the same time frame as required by the Department of Education. Budget reports will be submitted to its sponsor in the prescribed form and dates as outlined by Idaho Statutes.

More detail on accounting procedures will be kept by the Treasurer in an accounting manual.

Victory Charter School will present a programmatic operation report to its sponsor annually. Victory Charter School will be responsible and accountable for the learning program, student standards, measurable educational standards, and unique aspects of the contract.

ELEMENT TEN: PROCEDURES FOR THE SUSPENSION AND EXPULSION OF VICTORY CHARTER SCHOOL PUPILS

The procedures for suspension and expulsion and re-enrollment of Victory Charter School will follow the procedures as stated in Attachment 5.

ELEMENT ELEVEN: STUDENT SERVICES OF THE CHARTER SCHOOL POPULATION

Victory Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, compensatory education, and provide successful special needs education for them. Victory Charter School will comply with the

“Special Education Manual” from the State Department of Education as now adopted, or as amended. The Victory Charter School administrator will be the Section 504 Compliance Officer.

Transportation is provided to Victory Charter School students who reside in the school’s contiguous primary attendance area, defined as the Nampa School District. If a special needs student needs transportation while attending Victory Charter School, it will be provided if the student is not capable of getting to school in the same manner as other students.

If a student at Victory Charter School is found to be eligible for special education services at the charter school, services will be provided for students in one or more of the following ways:

Victory 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 Victory Charter School, such evaluations will be contracted with a private provider.

A certificated special education teacher will be responsible to monitor Individual Education Plans (IEPs) are being implemented as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pull-out 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. Victory Charter School will contract with a private provider or a nearby school district 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 Victory Charter School will contract with a nearby school district to provide an alternative placement to meet the needs of the student.

Victory Charter School 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.

ELEMENT TWELVE: THE MANNER BY WHICH VICTORY CHARTER SCHOOL STAFF MEMBERS WILL BE COVERED BY PERSI OR FEDERAL SOCIAL SECURITY

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.

Victory 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.

ELEMENT THIRTEEN: RIGHT OF SCHOOL DISTRICT EMPLOYEES LEAVING THEIR DISTRICT TO WORK AT VICTORY CHARTER SCHOOL

Any current school district employee in Idaho who becomes an employee of Victory Charter School, certificated and non-certificated, will not be considered employees of any Idaho School District and therefore, will not have transfer rights. If a Victory Charter School employee wishes to return to a school district, he or she must apply through that District's employment procedures for new employees.

ELEMENT FOURTEEN: ARTICULATION WITH THE PUBLIC CHARTER SCHOOL COMMISSION

Victory Charter School will ensure an efficient exchange of pupil records to follow the State's accepted practices and procedures in the areas of transitioning students from elementary schools into middle schools and middle schools into high schools.

The Public Charter School Commission and the governing board of Victory Charter School 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.

In order to promote efficient communication, all requests for public information of Victory Charter School will be made in writing. Upon receipt of the request Victory Charter will reply in accordance to Idaho Code Subsection 9-335 through 9-348.

Eligible Victory Charter School students will participate in dual enrollment in local school districts in which they reside as provided for in Chapter 2, Title 33, Idaho Code, and the Victory

Charter School's policies regarding dual enrollment. When appropriate the students will enroll in the non-charter school within their attendance zone. Transportation to and from dual enrollment classes/activities will be provided by the parents or guardians of Victory Charter School students. Reimbursement when appropriate for these dual enrollment opportunities will be the same amount as all students who enroll from private schools, home schools, and other public schools.

ELEMENT FIFTEEN: STUDENT ENROLLMENT OF THE CHARTER SCHOOL

The enrollment capacity at Victory Charter School will be 425 students.

ELEMENT SIXTEEN: ADDITIONS, DELETIONS, AMENDMENTS, & MODIFICATIONS OF THE CHARTER

Any and all revisions to the charter of Victory Charter School must be approved by the Public Charter School Commission. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Idaho Code Section 33-5205 shall be revised or removed from the Charter. Such a situation would not result in the loss of the Charter.

ELEMENT SEVENTEEN: OTHER CHARTER ELEMENTS

Victory Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations, and shall not discriminate against any student or employee on the basis of ethnicity, national origin, gender or disability. Victory Charter School will not charge tuition, levy taxes or issue bonds.

ELEMENT EIGHTEEN: SALARY, HEALTH BENEFITS AND RETIREMENT BENEFITS OF THE NAMPA EDUCATION ASSOCIATION MEMBERS EMPLOYED BY THE CHARTER SCHOOL

The members of the Nampa Education Association and non-union members on the Victory Charter School staff will have at minimum the same salary and health benefits no less than the state's allocation. The staff of Victory Public Charter School shall be considered a separate unit for purposes of collective bargaining.

ELEMENT NINETEEN: TRANSPORTATION AND LUNCH PROGRAM

Transportation will be provided for those students residing in the primary attendance area. Victory Charter School will access the federal lunch program.

ELEMENT TWENTY: IDAHO NON PROFIT CORPORATION ACT

The Governing Board of the Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board are deemed the 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. Therefore, the Governing Board meetings follow the open meeting laws, keeping accurate minutes and making said minutes available to the public. If the charter school is voluntarily relinquished, revoked, or expires, the Public Charter School Commission will be the recipient of all moveable assets.

ELEMENT TWENTY ONE: POTENTIAL CIVIL LIABILITY

Victory Charter School will be liable for all acts, omissions, debts or other obligations. The Victory Charter School shall defend, hold harmless and indemnify the Victory Governing Board and its sponsor the Charter Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School.

There will be no liability for the approving authority, the Public Charter Commission. The Victory 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.

ATTACHMENT 1

PLAN FOR GIFTED/TALENTED PROGRAM

I. State of Philosophy

Administrators and teacher at Victory Charter School recognize that there are students who may need additional educational challenges and opportunities. We are committed to providing those opportunities and challenges to students whom we have identified as needing access to them.

II. Definitions of Giftedness

The *intellectually* gifted student demonstrates superior ability in:

- Understanding concepts and relationships.
- In reasoning.
- Perceiving spatial relationships.
- Developing and defending opinions
- Identifying recurring patterns and cycles.

The student gifted in a *specific academic* area demonstrates superior ability in:

- Understand concepts and relationships
- Reasoning
- Identifying recurring patterns and cycles *in one or more curriculum areas.*

The *creatively* gifted student demonstrates superior ability in:

- Sensing problems, inconsistencies and missing elements.
- Using fluent, elaborate, original and flexible thought patterns.
- Developing problem-solving strategies.

III. Program Goals

Through participation in the opportunities and challenges provided by the school the student will:

- Refine his/her higher level thinking skills.
- Demonstrate this refinement through products.
- Progress at a rate commensurate to his/her abilities and interests.
- Apply the appropriate, creative problem-solving methods and expression to his/her work.

Victory Charter School will:

- Provide a low-threat environment.
- Provide a highly challenging curriculum.
- Provide additional challenges and opportunities appropriate for those students who are identified as needing them.
- Provide materials and information for teachers to use in helping identified students reach their goals.
- Provide direct instruction that daily challenges the able learner and provides opportunities for creative expression.
- Provide chances for children to learn think and discover without immediate evaluation.

- Establish creative relationships with children – encouraging creativity in the classroom while providing adequate guidance.

IV. Program Options.

(Based on individual student’s interests, aptitudes and needs.)

Elementary:

- Cross-grade grouping
- Curriculum compacting
- Competitions
- Differentiated curriculum
- Independent study

Secondary:

- Competitions
- Differentiated curriculum
- Independent study
- Mentoring
- Career explorations

V. Identification Procedure

Screening:

- Informal teacher referral, bases on classroom performance.
- Composite (core) score (ITBS or equivalent) at 89th percentile or higher – surveyed by facilitator.
- Specified academic area total score (ITBS or the equivalent) at 89th percentile or higher – surveyed by facilitator.
- Parental request.
- Student request.

Eligibility:

Eligibility will be based on a combination of informal and formal assessments that results in a demonstration of need for gifted/talented services. “Need” will be based on the number of scores falling in a particular range where the majority of scores fall, will determine the level of need. Either a “strongly demonstrated” or a “demonstrated” need will determine eligibility. (See attached STUDENT INFORMATION PROFILE/PLACEMENT RECORDS.)

VI. Program Evaluation

A survey of teachers, facilitators, administrators, students and parents involved with the program will evaluate:

- Areas of strength and/or possible improvement.
- Coordination of gifted/talented program with mission and philosophy of Victory Charter School.

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ATTACHMENT 2

VICTORY CHARTER SCHOOL

ATTENDANCE POLICY

Victory Charter School recognizes the importance of attendance and punctuality at all grade levels. Regular attendance helps assure that students are getting the benefits of a program that is 90% direct instruction at the K-8 level, 75% interdisciplinary study at the 9-12 level and 20% cooperative problem solving.

Therefore, excused absences will be health-related circumstances, bereavement leave, and/or situations documented as extraordinary.

Students in K-grade 12 who exceed nine (9) absences per semester will be dealt with on an individual basis and may be denied promotion to the next grade level. A parent/guardian will receive notification prior to his/her student exceeding the limit.

Those students who have valid reasons to believe that all or part of the absences are the result of extraordinary circumstances, may request a review of their case. The appeal process starts with an informal hearing with the principal.

At the 7-12 levels, unexcused absences will result in the dropping of one letter grade in each subject area.

At the 1-8 levels, students who recognize the importance of attendance and punctuality will qualify for participation in the Citizen of the Week and Citizen of the Month programs.

Any sibling to a student involved in State Tournament competition wanting to attend will be allowed and counted present.

Attendance Policy for children of Staff Members:

Children of staff members will be treated in the same manner for Kindergarten, i.e. as a sibling of students already enrolled at Victory Charter School. Staff children will not displace any student already identified with a waiting list number at all other grade levels. A waiting list number can be achieved only after it has been through the lottery process.

ATTACHMENT 3

A PRO-ACTIVE APPROACH TO TECHNOLOGY

Need and Opportunity

Education must reflect the changing fiber of today's society and weave the reality of the information age into the instructional system.

Technology should bring depth and richness of instructional approaches to the learner's fingertips to add personal meaning and expression to knowledge. Learners who are competent, confident, productive and responsible will be able to access information, manipulate data and creatively express ideas to others using a variety of media.

As an administrative tool, technology can bring efficiency to the management and assessment realms of education. The power of the technology allows easy tracking of student progress toward well defined standards. Electronic communication enhances teamwork, benefiting both teachers and students.

Our changing society and workplace demand citizens who can take responsibility for their own learning and well-being. Educational reforms that can develop these citizens are dependent on the adequate and appropriate infusion of technology to support the new education system.

TECHNOLOGY VISION

We believe:

1. Students need to be able to use a wide variety of technological tools to enhance their future success as students and workers.
2. It is imperative for all students to have access to information via technology as a basis for lifelong learning.
3. It is essential for all learners, including educators to process and manage information through the skillful use of technology
4. Skillful use of technology supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are essential to success in our rapidly changing information age.
5. Networked technology systems permit efficient and effective communications within and outside the school
6. Technology allows us to better serve the divers learning styles of our students and educate them for a wider range of intelligence.
7. Technology maximizes productivity and efficiency and enables a school to better prepare students for future leaning.
8. Our school must prepare students for the workplace of today and the workplace of the future.

TECHNOLOGY OUTLINE

Component One – Development of Lifelong Learners

Lifelong Learners Are:

1. Responsible for their own learning.
2. Skilled in accessing and processing information.
3. Confident in using technological tools.
4. Able to solve complex problems.
5. Capable of being creative and innovative.
6. Able to communicate through a variety of media.

Component Two – Integration of Technology in the Classroom

Technology Integration Will:

1. Expand classroom tools for teaching and learning
2. Provide resources for existing and emerging curriculum.
3. Enable learning community to communicate effectively, access and process information and work productively.
4. Link classrooms with educational resources within the building, the community and world-wide.
5. Create a collaborative environment for project-oriented activities.
6. Increase the productivity of students.
7. Encourage the use of multimedia tools enabling students to become active and experiential learners.
8. Enable learning to involve partnerships within the school and with other organizations.

Component Three – Technology Goals by Grade Level

Technology Goals For Grade Levels Will Include:

1. Communication skills.
2. Information processing skills.
3. Productivity skills.
4. Technology management skills.

Component Four – Equipment and Software

Each Classroom Will:

1. Be provided with a computer connected to the local area network.
2. Have access to the Internet
3. Have a computer equipped with management, communications and productivity software.
4. As needed, be provided with drill and practice software and curriculum specific software.
5. Be equipped with a telephone.

The School Will:

1. Have a computer lab consisting of 33 computers.

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2. Have a High School media center equipped with 15 computers
3. Maintain a Local Area Network that allows access to the Internet
4. Be equipped with an adequate communication system.

Component Five - Professional Development in Technology

Staff Will Be Offered:

1. Technology Consultation – the technology coordinator will meet individually with teachers wanting assistance with the integration process. Together they will determine what elements of the software students need to be competent in, schedule work time in the computer lab and decide how printing can be done most efficiently.
2. Two to four workshops each year. These workshops will cover topics: requested by teachers, relating to software use, Internet use and peripheral device use.

Component Six – Technology Process

Technology Direction Will Include:

1. A Technology Committee with representation from administration, secondary staff, elementary staff, parents, students and technology staff.
2. A Technology Plan submitted to the State Department of Education. This plan will be updated periodically as requested by the State Department of determined by the Technology Committee.
3. Technology support Services from staff member, parents, students and independent contractors from the community.

Technology Proficiency Goals by Grade Level

Technology instruction is a cooperative effort. Most of the instruction will take place in the computer lab with the computer lab instructor. However, classroom teachers are involved in several ways. These include scheduling the computer lab for class use and requesting specific skills or content subjects to be used during regular computer time.

As part of the computer lab instruction, students will be tested each year to determine which goals they have achieved. They will be asked to perform the individual skills and the computer lab instructor will keep records of skill completion. If a student is not meeting an acceptable proficiency level, individual instruction and peer assistance will be provided as needed. While these skills have presently been identified as essential, the lists will remain flexible as technology and needs change.

The following charts list the technology proficiency goals as well as show the correlation between the goal and the first three components of the Technology Outline. Technology instruction is a focus for first through eighth grades. Kindergarten students use the Waterford Reading program and High School students, although not tested each year, are expected to use technology fluently.

**Victory Charter School
Technology Services Acceptable Use Policy
First through Twelfth Grades**

Liberty Charter School provides both online and offline resources capable of enhancing educational development. Students have access to workstation in the computer lab and classrooms. These workstations are connected to a local network that allows files and printing resources to be shared.

Internet access is a portion of the technology services provided by Victory Charter School. The system administrators of the Technology Services are employees of this school and reserve the right to monitor all activity on the network. Technology services provided by Victory Charter School may not always meet student or staff requirements, may be interrupted and errors may occur. It is provided on an “as is, as available” basis. No warranties are made or given with respect to any service, information, or software contained therein.

This school and its administrators do not have control of the content of information that may be found in all other information systems. Some information systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. The Victory Charter School does not condone the presence or use of such materials and does not knowingly permit the presence or use of such materials in the school environment. Parents of students should be aware that such materials exist and that users may encounter information on the Internet and other information services that may be perceived as controversial or potentially harmful. Victory Charter School has installed blocking software intended to filter out controversial material; but because of changing sources of information, it is impossible to completely monitor the content. Victory Charter School cannot control the Internet and other sources of information, but the school will strive to provide students and staff with the understanding and skills needed to use information network services in an appropriate manner.

I PRIVILEGES AND RESPONSIBILITIES.

- The use of Victory Charter School’s networking capabilities is a privilege, not a right. Permission from parents or guardians is required before students may access network services.
- All students must sign this *Acceptable Use Policy* before access is permitted.
- The use of Victory Charter School’s Technology Services must be for educational purposes only and be consistent with the school’s mission.
- Student freedom of speech and access to information will be honored; however, the school reserves the right to monitor and review all transmissions and activities. Access may be denied, revoked, or suspended to specific users at any time because of activities that violate the *Acceptable use Policy* or community standards.

II VICTORY CHARTER SCHOOL INFORMATION SYSTEM USE

- Users may not use the Services to transmit any material (by e-mail, uploading, posting, or otherwise) that, intentionally or unintentionally violates any applicable local, state, national or international law.
- Use may not be for private or commercial purposes.
- Using programs to infiltrate a computing system and/or damage software components is prohibited. The Technology Services may not be used in such a way that use would impair the use of the service by others.
- No user may upload, download, or install software into any school system except by permission of the technology administrator. In order to maintain the integrity of our licensing, students are not allowed to use outside media (cd's, dvd's, etc...) in school computers.

III PERSONAL SAFETY

- It is the responsibility of all professional employees and school staff personnel to observe student Internet use and to promptly report and activity that could jeopardize the personal safety of any student.
- Student Internet users may not reveal any personal information to anyone on the Internet. Identification must be limited to no more than the identification provided by the system itself. Personal information such as home address, telephone number, personal name or any other information may not be revealed without first obtaining permission for each occurrence from the teacher or professional staff member in charge of the workstations they are using.
- Student users will promptly disclose to their teacher or other professional school employee any material they observe that is inappropriate or makes them feel uncomfortable.

IV ONLINE CONDUCT

- Users may not use the Services to transmit any material that threatens or encourages bodily harm; destruction of property or that harasses another.
- Users may not swear, use vulgarities, or any other inappropriate language.
- The privacy of others must be respected by all users.

V COPYRIGHT, SHAREWARE, OR TRADEMARK INFRINGEMENT.

- Users may not use the Services to use or transmit any material (by e-mail, uploading, posting or otherwise) that infringes any copyright, trademark, patent, trade secret or other proprietary rights of any third party, including but not limited to the unauthorized copying of copyrighted material, the digitations and distribution of photographs from magazines, books or other copyrighted sources, and the unauthorized transmittal of copyrighted software.
- Copyrighted material and "Shareware" material shall not be placed on any system connected with Victory Charter School's network without the technology administrator and the author's written permission.

VI ELECTRONIC MAIL

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- Users may not use the Services to transmit any unsolicited commercial email or unsolicited bulk e-mail.
- Users are expected to remove old messages in a timely fashion. The system administrator may remove such messages if not tended regularly by the users.
- It should be recognized by users that others may view e-mail and there is no guarantee of confidentiality. All school e-mail may be reviewed to insure it pertains to school information. Transmitting or forwarding jokes or joke programs via the e-mail system is prohibited.

VII DISK USAGE

- The system administrators reserve the right to set quotas for disk usage on the network system.
- Users are expected to practice good file management by removing files and directories that are no longer needed.
- All student directories and folders will be deleted at the end of each school year. It is the responsibility of the student to transfer any files they wish to keep to other storage devices.

IX VANDALISM

- Users may not attempt to harm, destroy or alter data programs of another user, the school network or other information network services.
- Any attempt to damage or modify any part of the computer system or hardware, specifically including mice, keyboards, speaker, sis drives, monitors or printers is prohibited.

X SECURITY

- If a user feels that he/she can identify a security problem on the network, the user shall notify the system administrator and shall **not** demonstrate the problem to others.
- Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network. A user's access to, and use of, the network may be terminated at anytime by the parent or guardian by notifying the system administrator. An administrator has the right to suspend or terminate a user's access to, and use of, the network services upon violation of this policy. Victory Charter School's administration, faculty and staff may request the system administrator to deny, revoke or suspend specific user access.

XI DISCIPLINE PROCEDURE

- Users of the Victory Charter School network who are found to be in violation of the *Acceptable Use Policy* will be referred to the school administrator and/or local and state law enforcement for disciplinary action.

VICTORY CHARTER SCHOOL
COMPUTER/INTERNET PERMISSION NOTICE

Dear Parents,

Please be aware that your child will be asked to use the Internet as follows:

- 3rd and 4th grade students will go online to look at specific, teacher assigned sites to reinforce learning in the content areas
- 5th and 6th grade students will use the Google search engine to do web searched related to content areas.
- 7th thru 12th grade students will use the Internet for school related research purposes only.

The Internet will never be used as an option on “Student Choice” days.

Please note: Victory Charter School has a filter in place; however, it is only as good as we are. If anyone would like to submit a URL address of inappropriate sites, they will be added to the list of blocked sites

Students who return the bottom portion of this page will be allowed the privileges their parents have determined are appropriate.

Thank you for your involvement.

Mrs. Stover

Parents, please indicate your preference.

_____ My child has my permission to use the Internet as indicated above.

_____ My child does **not** have my have my permission to use the Internet as indicated above.

My student _____ and I understand that Internet use is a privilege. If the Internet is used outside the guidelines above, the privilege may be revoked.

Parent Signature _____

Student Signature _____

ATTACHMENT 4

SAFE AND SECURE LEARNING/WORK ENVIRONMENT

The Governing Board of Victory Charter School holds the safety of every student, employee and school visitor as one of its highest priorities. A safe and secure learning/work environment for students, staff and visitors is required in order to maximize educational opportunities. While the Governing Board cannot guarantee elimination of all threats, the Governing Board directs and supports the administration in the implementation of policies and procedures which are designed to reduce and minimize safety risks.

The Governing Board requires that all conduct that is reasonably suspected to be a crime or serious incident which is or may compromise the safety and security of Victory Charter School's learning/work environment be reported to the Principal/Superintendent or designee. The Principal/Superintendent or designee will collect and analyze this data to identify problem areas and develop prevention/intervention, strategies, policies and/or procedures to continually improve the safety of the school environment. All suspected crimes will be reported to the appropriate law enforcement agency.

Whenever appropriate, Victory Charter School will cooperate with other individuals, businesses, organization or governmental entities to promote a safe community for the betterment of all children.

ATTACHMENT 5

SUSPENSION AND EXPULSION

INITIAL TEMPORARY SUSPENSION

Idaho Code § 33-205 provides for the Superintendent of any District or the Principal of any school to be able to temporarily suspend a student for a period not to exceed five (5) school days for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school while meeting only minimum due process requirements.

PROLONGED TEMPORARY SUSPENSION

The statute provides that the school superintendent/principal may extend the temporary suspension and additional ten (10) SCHOOL DAYS. In addition, such temporary suspension may be continued for up to five (5) more school days, but only if the Governing Board finds that immediate return of the student to the classroom would be detrimental to other students' health, welfare and safety. A formal hearing would be required as a prerequisite.

SUSPENSION

A denial or cessation of the right of a student to attend school for a period in excess of that defines as "temporary suspension" as distinguished from permanent withdrawal of the student's right to attend school. Suspension may include conditions precedent for readmission in addition to the passage of time.

EXPULSION

The permanent withdrawal of a student's right to attend school.

Victory Charter School will follow Idaho Code § 33-205 in regard to suspension and expulsion of a student. Informal meetings and/or full and fair hearings will be held to ensure due process rights of the student. If a student is disciplined in any manner, Victory Charter School will notify the parents or guardians of the student of the disciplinary action and will document that student's file.

ATTACHMENT 6

RESPONSIBILITIES AND DUTIES OF SUPERINTENDENT/PRINCIPAL

REPORTS TO:

The Victory Charter School Governing Board.

SUPERVISES:

All personnel at Victory Charter School.

RATIONALE:

The Superintendent/Principal serves as the leader of the charter school. He/She is responsible for ensuring the educational experience required by the charter contract for children attending the charter school, and is responsible for the finances and facilities necessary for a quality education.

JOB SUMMARY:

The Superintendent/Principal serves as the chief executive officer to the Governing Board. As such she recommends policies to the Governing Board that are aligned with the educational program which is required by the charter contract and carries out the Governing Board approved policies.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Makes recommendations to the Governing Board concerning the selection of teachers and all other employees.
2. Attends all meetings of the Governing Board, except when his/her own selection, tenure, evaluation or salary is being considered.
3. Has charge of the assignment of teachers to their positions and such transfers from one position to another as will promote the interests of the school.
4. Keeps the Governing Board informed as to how policies are being carried out, as the effectiveness of such policies and as to the conditions and efficiency of the different services of the charter school.
5. Prepares the annual budget and presents it to the Board of approval.
6. Supervises the expenditure of all funds for the purposes set forth in the approved budget or other special expenditures approved by the Governing Board. With the limit of the approved budget, she shall have power to approve and direct all purchases of current school supplies.
7. Has the power to fill vacancies caused by the temporary absence of teachers and other personnel and to make such other temporary arrangements as are necessary for the continuous operation of the school.
8. Executes all decisions of the Governing Board in all cases when the Governing Board has acted and in all cases where action is required during a recess of the Governing Board. His/her decisions shall be in keeping with the charter contract and the policies established by the Governing Board.

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9. Performs all duties necessary to his/her office and all other duties as determined from time to time by the Governing Board.
10. Recommends the discharge and/or suspension of all employees of the Governing Board as provided by law and the policies of the Governing Board, with such recommendations reported to the Governing Board for final approval.

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 1 st Year Cash Flow | Update the 1 st 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 1 st 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.

PROPOSED PERFORMANCE CERTIFICATES

TAB 5 Page 469

Appendix D: Articles of Incorporation and Bylaws

This document was received
by our office and is being
forwarded to you for your
information.
Richard A. Cummings

FILED EFFECTIVE

ARTICLES OF INCORPORATION
OF
VICTORY CHARTER SCHOOL, INC.

03 DEC -8 PM 1:14
SECRETARY OF STATE
STATE OF IDAHO

The undersigned, acting as incorporators of a Corporation under the Idaho Nonprofit Corporation Act of the State of Idaho, does hereby adopt the following Articles of Incorporation:

ARTICLE I.

The name of the corporation is VICTORY CHARTER SCHOOL, INC. (hereinafter the "Corporation").

ARTICLE II.

The Corporation is organized and formed as a nonprofit corporation under the laws of the State of Idaho with perpetual duration for the purpose of doing all things reasonable and proper in the operation of a nonprofit charter school within the State of Idaho and to deal generally therein.

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. 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 any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal Tax under Section 501(c)(3) of the Internal Revenue Code or corresponding Section of any future Federal Tax Code, or (b) by a Corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code or corresponding Section of any future Federal Tax Code.

The Corporation shall not discriminate in offering its services on the basis of race, color, creed, national origin, or ethnic origin. The Corporation shall be authorized to carry on such supplemental and attendant activities as the Board of Directors may deem appropriate and prudent consistent with the purposes herein stated but not inconsistent with any prohibitions

ARTICLES OF INCORPORATION OF VICTORY
CHARTER SCHOOL, INC. - Page 1
[C:\120403\Client Files\Victory\art-inc]

IDAHO SECRETARY OF STATE
12/08/2003 05:00
CK: 3631 CT: 88795 BH: 715464
1 @ 30.00 = 30.00 INC NONP # 2

C152022

contained herein. In furtherance of these ends, the Corporation may take and hold by bequest, devise, gift, grant, purchase, lease, or otherwise, any property, real or personal, tangible or intangible, or any undivided interest therein, without limitation as to amount or value, and to sell, convey, or otherwise dispose of any such property, and to invest, reinvest, or deal with the principal or the income thereof in such manner as, in the judgment of the Board of Directors, will best promote the purposes of the Corporation heretofore stated, without limitation, except those limitations, if any, as may be contained in the instrument under which such property is received, these Articles of Incorporation, and any laws applicable hereto.

The Corporation shall have the power and authority to do any other act or thing incidental or connected with the foregoing purposes or in advancement thereof, but not for the pecuniary profit or financial gain of its members, trustees, or officers except as may be permitted under the Idaho Nonprofit Corporation Act, and, in furtherance of its corporate powers, the Corporation shall have all of the general powers afforded a Corporation under and pursuant to the provisions of the Idaho Nonprofit Corporation Act.

ARTICLE III.

The street address of the registered office is 721 West Christopher Street, Meridian, Idaho 83642, and the registered agent at such address is Leslie Mauldin.

ARTICLE IV.

The names and addresses of the individuals to serve as the initial directors are:

Mari DeLeon
604 Spruce Cr. Dr.
Nampa, Idaho 83686

Leslie Mauldin
721 W. Christopher St.
Meridian, Idaho 83642

Joe Huff
14483 Lake Ave.
Nampa, Idaho 83651

Gayle O'Donahue
1884 S. Marshwood Pl.
Meridian, Idaho 83642

Monte Schlerf
702 Fairlane
Nampa, Idaho 83686

ARTICLE V.

The names and addresses of the incorporator is Leslie Mauldin, 721 West Christopher Street, Meridian, Idaho 83642.

ARTICLE VI.

The Corporation shall have no members.

ARTICLE VII.

The corporate powers shall be vested in a Board of Directors consisting of not less than three (3) nor more than seven (7) Directors. The number of Directors and the method of their election shall be set forth in the bylaws.

ARTICLE VIII.

These Articles may be amended only upon the unanimous consent of all Directors.

ARTICLE IX.

The Corporation shall not issue certificates of stock, and no dividends or pecuniary profits shall be declared or paid to the Incorporator and/or Directors thereof.

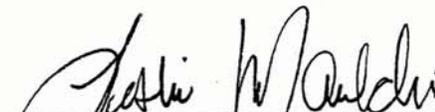
ARTICLE X.

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall, at that time, qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations as such court shall determine to be consistent with the purposes of the Corporation.

ARTICLE IX.

It is intended that this Corporation shall have the status of a Corporation that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code and an organization described in Section 501(c)(3) of the Internal Revenue Code. These Articles shall be so construed, and all powers and activities of the Corporation shall be limited to achieve such qualification and status.

IN WITNESS WHEREOF, the Incorporator has set his hand hereunder as of this 4th day of December, 2003.



Leslie Mauldin, Incorporator

**BYLAWS
OF
VICTORY CHARTER SCHOOL, INC.**

An Idaho Nonprofit Corporation
Amended January 29, 2013

**ARTICLE 1
OFFICES**

Section 1.1 Offices

Victory Charter School, Inc.'s (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.

Notwithstanding 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 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.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed to office as set forth below. The number of Directors constituting the Board of the corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

- (a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with provisions of Section 4.3 (b).
- (b) After the initial year of operation, Directors will be appointed to fill vacancies on the Board by majority vote of remaining Directors, even if less than a quorum, at the Corporation's annual meeting, held pursuant to Section 5.2.

Section 4.4 Term

- (a) During the initial year of operation half of the Directors may be selected by lottery or other method to serve an initial term of only one (1) year.
- (b) Each Director shall serve until his/her successor is appointed by the Board at the annual meeting of the Corporation.

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 principle 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. Board meetings shall comply with all laws and rules regarding open meetings, where applicable.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the appointment of Directors and election of Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held at the Regular July meeting. If the annual meeting of the Directors be not held as herein prescribed, the appointment of Directors and election of 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 shall be held at various times within the year as the Board determines.

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 and to any other locations designated by the Board at its annual meeting.

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

**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.

Victory Charter School, Inc. - Bylaws

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 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, 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.

Victory Charter School, Inc. - bylaws

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**ARTICLE 7
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

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

**ARTICLE 8
NOTICES**

Section 8.1 Manner of Giving Notice

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

Section 8.2 Waiver

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

**ARTICLE 9
DISSOLUTION**

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit 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.

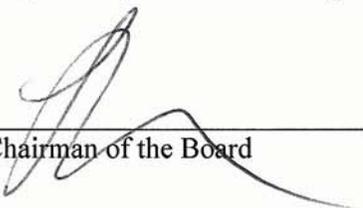
ARTICLE 10 AMENDMENTS

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 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 Chairman of the Board of Victory Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws were amended on 1-29-13 (date).



Chairman of the Board

ATTEST:



Secretary of the Board

Appendix E: Board Roster

Victory Charter School, Inc.
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------|--------------------------|---------------------------------|--|--------------|
| Leslie Mauldin | Chair | *NA - Appointed | Leslie.mauldin@yahoo.com | 208-870-8538 |
| Sandy Colbert | Vice Chair | *NA - Appointed | Sandy.colbert@yahoo.com | 208-465-7571 |
| Susan Larson | Secretary / Treasurer | *NA - Appointed | sjlrn@yahoo.com | 208-463-4408 |
| Ebe Amaechi | Member | *NA - Appointed | eamaechi@msn.com | 208-440-4411 |
| Darren McKenzie | Member | *NA - Appointed | Darrenmckenzie67@yahoo.com | 208-461-3989 |

* Per Victory's Bylaws, the Governing Board does not have terms for board member seats. Board members continue until they resign from their seat. (Victory Amended Bylaws, 1-29-2013)

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Victory Charter School, Inc. Year Opened: 2004 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

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

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 must 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 | | | | | | | |
|---|--|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| | | Result (Stars) | Points Possible | Points Earned | | | |
| Measure 1a Overall Star Rating | Is the school meeting acceptable standards according to existing state grading or rating systems? | 5 | 25 | | | | |
| | Exceeds Standard: School received five stars on the Star Rating System | 4 | 20 | | | | |
| | Meets Standard: School received three or four stars on the Star Rating System | 3 | 15 | | | | |
| | Does Not Meet Standard: School received two stars on the Star Rating System | 2 | 0 | | | | |
| | Falls Far Below Standard: School received one star on the Star Rating System | 1 | 0 | | | | |
| | | | | | 0.00 | | |
| Notes | | | | | | | |
| INDICATOR 2: STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| | | Result | Points Possible | Points Earned | | | |
| Measure 1b State Designations | Is the school meeting state designation expectations as set forth by state and federal accountability systems? | Reward | 25 | | | | |
| | Exceeds Standard: School was identified as a "Reward" school. | None | 15 | | | | |
| | Meets Standard: School does not have a designation. | Focus | 0 | | | | |
| | Does Not Meet Standard: School was identified as a "Focus" school. | Priority | 0 | | | | |
| | Falls Far Below Standard: School was identified as a "Priority" school. | | | | | | |
| | | | | | 0.00 | | |
| Notes | | | | | | | |
| INDICATOR 2: STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| Measure 2a ISAT / SBA % Proficiency Reading | Are students achieving reading proficiency on state examinations? | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | Exceeds Standard: 90% or more of students met or exceeded proficiency. | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | Meets Standard: Between 65-89% of students met or exceeded proficiency. | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | | | | | 0.00 |
| Notes | | | | | | | |
| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | Exceeds Standard: 90% or more of students met or exceeded proficiency. | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | Meets Standard: Between 65-89% of students met or exceeded proficiency. | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? | | | | | | |
| | 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 |
| Notes | | 0.00 | | | | | |
| 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? | | | | | | |
| | 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 |
| Notes | | 0.00 | | | | | |
| 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? | | | | | | |
| | 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 |
| Notes | | 0.00 | | | | | |
| 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? | | | | | | |
| | 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 |
| Notes | | 0.00 | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| Notes | | | | | | | 0.00 |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | 0.00 | | | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4c Graduation Rate Notes | 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 |

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|---|--|------------------------|----------------------|
| Measure 1 | Is the school providing a safe, supportive learning environment for elementary students? | Result | Points Possible | Points Earned |
| | | Exceeds Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 90-100%. | 125 | |
| | | Meets Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 75-89%. | 100 | |
| | | Does Not Meet Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 60-74%. | 50 | |
| | | Falls Far Below Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was less than 60%. | 0 | |
| Notes | Students in grades 3 through 5 will be given the Advanced-Ed Secondary (Elementary) Survey. The survey includes 20 questions measured on a 1 to 3 scale (from "I Don't Agree" to "I Agree"). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Victory will calculate the total positive response rate on the survey by summing up the total number of "I Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year. | | | <hr/> 0.00 |
| | | | | |
| Measure 2 | Is the school providing a safe, supportive learning environment for secondary students? | Result | Points Possible | Points Earned |
| | | Exceeds Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 83-100%. | 125 | |
| | | Meets Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 70-82%. | 100 | |
| | | Does Not Meet Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 55-69%. | 50 | |
| | | Falls Far Below Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was less than 55%. | 0 | |
| Notes | Students in grades 6 through 12 will be given the Advanced-Ed Secondary (Middle and High School) Survey. The survey includes 32 questions measured on a 1 to 5 scale (from strongly disagree to strongly agree). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Victory will calculate the total positive response rate on the survey by summing up the total number of "Agree" and "Strongly Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year. | | | <hr/> 0.00 |

| | | Result | Points Possible | Points Earned |
|------------------|--|--------|-----------------|---------------|
| Measure 3 | Is the school's School-to-Work character education program preparing 6th - 8th grade students for future success in the workplace? | | | |
| | Exceeds Standard: 90-100% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 225 | |
| | Meets Standard: 80-89% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 180 | |
| | Does Not Meet Standard: 70-79% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 90 | |
| | Falls Far Below Standard: Less than 70% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation. | | 0 | |
| Notes | The School-to-Work Evaluation will be completed by the School-to-Work course supervisors as a committee. Students receive a score of 0 to 4 for each measure, and a final, averaged score. The School-to-Work supervisors include the school's administrator/teacher, café manager, and café cook. The School-to-Work Evaluation is included as an attachment. Results will be reported to the PCSC by October 1 of each year. | | | <u>0.00</u> |
| | | | | |
| Measure 4 | Is the school helping prepare high school students for success in the workplace? | | | |
| | Exceeds Standard: 90-100% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 225 | |
| | Meets Standard: 80-89% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 180 | |
| | Does Not Meet Standard: 70-79% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 90 | |
| | Falls Far Below Standard: Less than 70% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations. | | 0 | |
| Notes | The Apprenticeship Evaluation will be completed individually by the school intership advisor and on-site supervisor(s). Students receive a score of 0 to 4 for each measure, and a final, averaged score. The Apprenticeship Evaluation is included as an attachment. Results will be reported to the PCSC by October 1 of each year. | | | <u>0.00</u> |

| 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? | | 25 | |
| | <p>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.</p> <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 15 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| Notes | | | | 0.00 |

| Measure 1d English Language Learners | Is the school protecting the rights of English Language Learner (ELL) students? | Result | Points Possible | Points Earned |
|--|---|--------|-----------------|---------------|
| | <p>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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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.</p> <p>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.</p> <p>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.</p> | | 25 | |
| | | | 15 | |
| | | | 0 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | Result | Points Possible | Points Earned |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 | |
| | | | 15 | |
| | | | 0 | |
| Notes | | | | 0.00 |
| Measure 2b GAAP | Is the school following Generally Accepted Accounting Principles (GAAP)? | Result | Points Possible | Points Earned |
| | <p>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.</p> <p>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.</p> | | 25 | |
| | | | 0 | |
| Notes | | | | 0.00 |

| GOVERNANCE AND REPORTING | | Result | Points Possible | Points Earned |
|--|--|--------|-----------------------|---------------|
| Measure 3a Governance Requirements | <p>Is the school complying with governance requirements?</p> <p>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.</p> <p>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.</p> <p>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.</p> | | 25 15 0 | <u>0.00</u> |
| Notes | | | | |
| Measure 3b Reporting Requirements | <p>Is the school complying with reporting requirements?</p> <p>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:</p> <p>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 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.</p> | | 25 15 0 | <u>0.00</u> |
| Notes | | | | |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | Result | Points Possible | Points Earned |
| Measure 4a Student Rights | <p>Is the school protecting the rights of all students?</p> <p>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 recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>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.</p> <p>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.</p> | | 25 15 0 | <u>0.00</u> |
| 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 | |
| Notes | | | | <hr/> 0.00 |
| 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 | |
| Notes | | | | <hr/> 0.00 |
| 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 | |
| Notes | | | | <hr/> 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 occupancy 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 |
| 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 |
| 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 | <p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> | | 25 | |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| Notes | | | | <hr/> 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | |
|--|---|---|--|
| Measure 1a Current Ratio | <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> | <p>Result</p> <p>50</p> <p>10</p> <p>0</p> | <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |
| Notes | | | |
| Measure 1b Unrestricted Days Cash | <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>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.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> | <p>Result</p> <p>50</p> <p>10</p> <p>0</p> | <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |
| Notes | | | |
| Measure 1c Enrollment Variance | <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> | <p>Result</p> <p>50</p> <p>30</p> <p>0</p> | <p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |
| Notes | | | |
| Measure 1d Default | <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> | <p>Result</p> <p>50</p> <p>0</p> | <p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |
| Notes | | | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--------|-----------------|---------------|--|----|--|--|----|--|--|----|------|--|---|------|--|--|------|
| Measure 2a Total Margin and Aggregated 3-Year Total Margin | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 10 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2b Debt to Asset Ratio | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 30 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2c Cash Flow | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | | 30 | | | 0 | | | | 0.00 |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| Measure 2d Debt Service Coverage Ratio | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 0 | | | | 0.00 | | | | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

VICTORY 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 |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Supportive Learning Environment - Elem | 1 | | | | 125 | 7% | 0.00 |
| Supportive Learning Environment - MS / HS | 2 | | | | 125 | 7% | 0.00 |
| MS School-to-Work Class | 3 | | | | 225 | 13% | 0.00 |
| HS Apprenticeship | 4 | | | | 225 | 13% | 0.00 |
| Total Possible Mission-Specific Points | | 600 | 40% | | 700 | 40% | |
| Total Mission-Specific Points Received | | | | 0.00 | | | 0.00 |
| % of Possible Mission-Specific Points Received | | | | 0.00% | | | 0.00% |
| TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | 1500 | | | 1750 | | |
| TOTAL POINTS RECEIVED | | | | 0.00 | | | 0.00 |
| % OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | | | 0.00% | | | 0.00% |

| OPERATIONAL | Measure | Points Possible | % of Total Points | Points Earned |
|---|---------|-----------------|-------------------|---------------|
| Educational Program | 1a | 25 | 6% | 0.00 |
| | 1b | 25 | 6% | 0.00 |
| | 1c | 25 | 6% | 0.00 |
| | 1d | 25 | 6% | 0.00 |
| Financial Management & Oversight | 2a | 25 | 6% | 0.00 |
| | 2b | 25 | 6% | 0.00 |
| Governance & Reporting | 3a | 25 | 6% | 0.00 |
| | 3b | 25 | 6% | 0.00 |
| Students & Employees | 4a | 25 | 6% | 0.00 |
| | 4b | 25 | 6% | 0.00 |
| | 4c | 25 | 6% | 0.00 |
| | 4d | 25 | 6% | 0.00 |
| School Environment | 5a | 25 | 6% | 0.00 |
| | 5b | 25 | 6% | 0.00 |
| | 5c | 25 | 6% | 0.00 |
| Additional Obligations | 6a | 25 | 6% | 0.00 |
| TOTAL OPERATIONAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE OPERATIONAL POINTS | | | | 0.00% |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 0.00 |
| | 1b | 50 | 13% | 0.00 |
| | 1c | 50 | 13% | 0.00 |
| | 1d | 50 | 13% | 0.00 |
| Sustainability Measures | 2a | 50 | 13% | 0.00 |
| | 2b | 50 | 13% | 0.00 |
| | 2c | 50 | 13% | 0.00 |
| | 2d | 50 | 13% | 0.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 0.00% |

VICTORY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% of points possible | | 90% - 100% of points possible | | 85% - 100% of points possible | |
| <p>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.</p> | 55% - 74% of points possible | | 80% - 89% of points possible | | 65% - 84% of points possible | |
| <p>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.</p> | 31% - 54% of points possible | | 61% - 79% of points possible | | 46% - 64% of points possible | |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 0% - 30% of points possible | | 0% - 60% of points possible | | 0% - 45% of points possible | |

School-to-Work Evaluation

Student Name: _____

Date: _____

Your Name: _____

Your Role: Principal Café Manager Café Cook

The purpose of the apprenticeship evaluation is to communicate to the student his/her level of employment readiness after high school. Please evaluate the student on the basis of the following areas (as applicable) based on his/her behavior during the apprenticeship:

N/A – Not applicable. I did not have an opportunity to observe the student in an activity/situation that demonstrated skill.

0 – Not Acceptable

1 – Needs Improvement. Student does not meet behavior/performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and / or supervision.

2 – Meets Expectations. Competent and dependable performance level. Meets the performance standards and objectives of the task without constant follow-up / direction.

3 – Exceeds Expectations. Results clearly exceed established requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.

4 – Outstanding. Student consistently exceeds expectations with virtually no detected preventable/controllable errors, requiring little or no supervision.

| Category/Skill | 0 Point Example | N/A | 0 Not Acceptable | 1 Needs Improvement | 2 Meets Expectations | 3 Exceeds Expectations | 4 Outstanding | 4 Pt Example |
|---|--|-----|------------------|---------------------|----------------------|------------------------|---------------|---|
| QUALITY OF WORK | | | | | | | | |
| Thoroughness | Work/tasks were consistently submitted incomplete or lacking thoroughness/depth. | | | | | | | Thoroughness of submitted work/tasks consistently went far beyond expectations. |
| Neatness | Submitted/carried out work was consistently messy and/or disorganized. | | | | | | | Organization, neatness, & professional appearance of submitted/completed work consistently exceeded expectations. |
| Work completed according to guidelines | Submitted work/tasks consistently failed to reflect established guidelines. | | | | | | | Submitted work/tasks consistently addressed & exceeded all established guidelines. |
| Attention to Detail | When accomplishing a task, failed to cover any aspects of the work involved. | | | | | | | When accomplishing task, consistently exceeded expectations in covering all aspects of work involved. |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| WORK RELATIONSHIPS | | | | | | | | |
| Communication | Consistently lacked skills in appropriately addressing co-workers, supervisors, or clients. | | | | | | | Ability to appropriately address co-workers, supervisors or clients consistently exceeded expectations. |
| Cooperation | Consistently unable to complete work/tasks in cooperation with co-workers, clients, and supervisors. | | | | | | | Consistently exceeded expectations in ability to complete work/tasks in cooperation with co-workers, clients, and supervisors. |
| Respect for Authority | Consistently failed to show respect for and address supervisors appropriately. | | | | | | | Consistently exceeded expectations in ability to show respect for & address supervisors appropriately. |
| Response to Change | Consistently failed in responding positively to changing direction, and/or additional assignments. | | | | | | | When asked to change direction of work, switch to another assignment, add a new assignment, etc., a positive response was provided in all circumstances. |
| WORK ETHIC | | | | | | | | |
| Attendance | Consistently failed to be punctual to work and/or complete the hours scheduled. | | | | | | | Consistently exceeded expectations in punctuality, completing scheduled hours, & staying until work was completed, if necessary. |
| Observance of Company Rules & Policies | Consistently failed to observe company rules & policies, and demonstrated an overall lack of regard for such policies. | | | | | | | Consistently exceeded in demonstrating an understanding of and respect for adapting to and working in accordance with company rules & policies. |
| Desire to Excel | Demonstrated no desire to go above and beyond work assignments and little desire to carry out basics of the work. | | | | | | | Consistently went above and beyond in completing all work assignments, and looked for additional ways to learn, be productive, and useful to the organization. |
| Initiative | Consistently failed to seek out appropriate work or tasks in order to be a productive presence. | | | | | | | Consistently exceeded expectations in seeking out additional work or tasks in order to be a productive presence at all times. |
| | Consistently unable to | | | | | | | Exceeded expectations in |

| | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|---|
| Creativity | creatively address within the organization's parameters work or tasks when assigned. | | | | | | | creatively addressing work or tasks when assigned and demonstrated knowledge to do so within the organization's parameters. |
| KNOWLEDGE ACQUISITION | | | | | | | | |
| Ability to follow instructions | Submitted work, or carrying out of tasks showed inability to accurately follow instructions. | | | | | | | The ability to accurately follow instructions was evident in every work or task completed. |
| Ability to learn | Consistently unable to put training/education into practice quickly. | | | | | | | Exceeded expectations to learn quickly and put what was learned into practice Immediately in almost all circumstances. |

Overall, if you were looking for individual to hire, what insight would you offer to this student based on his or her work with you?

Apprenticeship Evaluation

Student Name: _____

Date: _____

Your Name: _____

Your Role: On-site Supervisor Apprenticeship Advisor

Company Name: _____

The purpose of the apprenticeship evaluation is to communicate to the student his/her level of employment readiness after high school. Please evaluate the student on the basis of the following areas (as applicable) based on his/her behavior during the apprenticeship:

N/A – Not applicable. I did not have an opportunity to observe the student in an activity/situation that demonstrated skill.

0 – Not Acceptable

1 – Needs Improvement. Student does not meet behavior/performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and / or supervision.

2 – Meets Expectations. Competent and dependable performance level. Meets the performance standards and objectives of the task without constant follow-up / direction.

3 – Exceeds Expectations. Results clearly exceed established requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.

4 – Outstanding. Student consistently exceeds expectations with virtually no detected preventable/controllable errors, requiring little or no supervision.

| Category/Skill | 0 Point Example | N/A | 0 Not Acceptable | 1 Needs Improvement | 2 Meets Expectations | 3 Exceeds Expectations | 4 Outstanding | 4 Pt Example |
|---|--|-----|------------------|---------------------|----------------------|------------------------|---------------|---|
| QUALITY OF WORK | | | | | | | | |
| Thoroughness | Work/tasks were consistently submitted incomplete or lacking thoroughness/depth. | | | | | | | Thoroughness of submitted work/tasks consistently went far beyond expectations. |
| Neatness | Submitted/carried out work was consistently messy and/or disorganized. | | | | | | | Organization, neatness, & professional appearance of submitted/completed work consistently exceeded expectations. |
| Work completed according to guidelines | Submitted work/tasks consistently failed to reflect established guidelines. | | | | | | | Submitted work/tasks consistently addressed & exceeded all established guidelines. |
| Attention to Detail | When accomplishing a task, failed to cover any aspects of the work involved. | | | | | | | When accomplishing task, consistently exceeded expectations in covering all aspects of work involved. |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| WORK RELATIONSHIPS | | | | | | | | |
| Communication | Consistently lacked skills in appropriately addressing co-workers, supervisors, or clients. | | | | | | | Ability to appropriately address co-workers, supervisors or clients consistently exceeded expectations. |
| Cooperation | Consistently unable to complete work/tasks in cooperation with co-workers, clients, and supervisors. | | | | | | | Consistently exceeded expectations in ability to complete work/tasks in cooperation with co-workers, clients, and supervisors. |
| Respect for Authority | Consistently failed to show respect for and address supervisors appropriately. | | | | | | | Consistently exceeded expectations in ability to show respect for & address supervisors appropriately. |
| Response to Change | Consistently failed in responding positively to changing direction, and/or additional assignments. | | | | | | | When asked to change direction of work, switch to another assignment, add a new assignment, etc., a positive response was provided in all circumstances. |
| WORK ETHIC | | | | | | | | |
| Attendance | Consistently failed to be punctual to work and/or complete the hours scheduled. | | | | | | | Consistently exceeded expectations in punctuality, completing scheduled hours, & staying until work was completed, if necessary. |
| Observance of Company Rules & Policies | Consistently failed to observe company rules & policies, and demonstrated an overall lack of regard for such policies. | | | | | | | Consistently exceeded in demonstrating an understanding of and respect for adapting to and working in accordance with company rules & policies. |
| Desire to Excel | Demonstrated no desire to go above and beyond work assignments and little desire to carry out basics of the work. | | | | | | | Consistently went above and beyond in completing all work assignments, and looked for additional ways to learn, be productive, and useful to the organization. |
| Initiative | Consistently failed to seek out appropriate work or tasks in order to be a productive presence. | | | | | | | Consistently exceeded expectations in seeking out additional work or tasks in order to be a productive presence at all times. |
| | Consistently unable to | | | | | | | Exceeded expectations in |

| | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|---|
| Creativity | creatively address within the organization's parameters work or tasks when assigned. | | | | | | | creatively addressing work or tasks when assigned and demonstrated knowledge to do so within the organization's parameters. |
| KNOWLEDGE ACQUISITION | | | | | | | | |
| Ability to follow instructions | Submitted work, or carrying out of tasks showed inability to accurately follow instructions. | | | | | | | The ability to accurately follow instructions was evident in every work or task completed. |
| Ability to learn | Consistently unable to put training/education into practice quickly. | | | | | | | Exceeded expectations to learn quickly and put what was learned into practice Immediately in almost all circumstances. |

Overall, if you were looking for individual to hire, what insight would you offer to this student based on his or her work with you?

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures

A. Submission of Meeting Materials (Adopted June 13, 2013)

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.

B. New Charter Petitions (Adopted February 13, 2014)

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. 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. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon 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.
- 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.

3. Petition Evaluation Process (continued)

- 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.
- 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 (Adopted February 13, 2014)

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 be 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. 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.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter 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.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- 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.

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

Victory Charter School, Inc.
April 17, 2014

Victory Charter School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol



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:

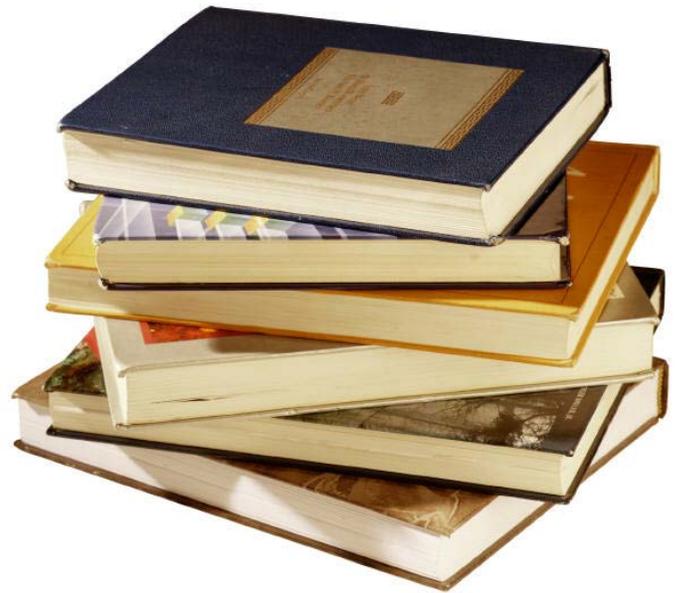
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

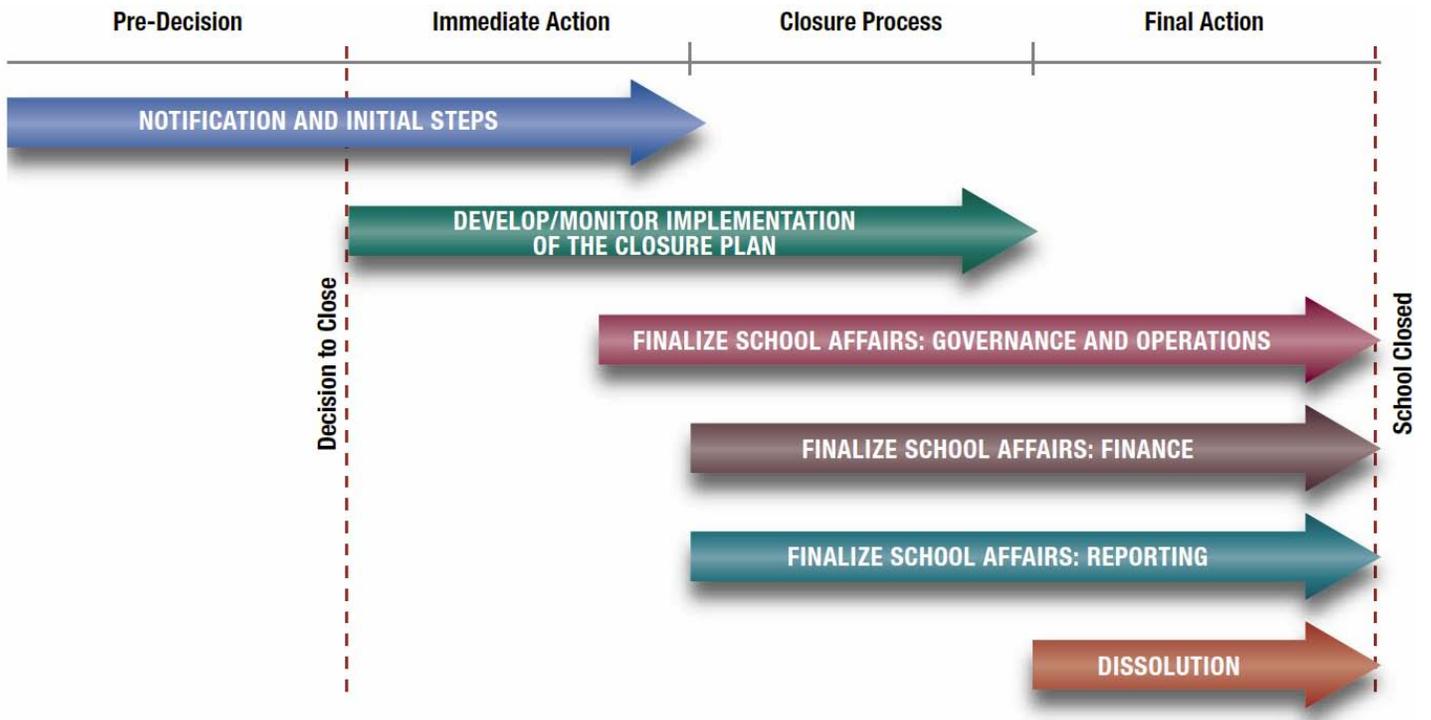
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Prepare and Submit End-of-Year Reports</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Prepare Final Report Cards and Student Records Notice</p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p> | School | | | |
| <p>Prepare and Submit Final ISEE Report</p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p> | School, SDE | | | |
| <p>Prepare and Submit Final Budget and Financial Reporting</p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p> | School, SDE | | | |
| <p>Prepare and Submit All Other Required State and Federal Reports</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Prepare and Submit Final Closure Report to the PCSC</p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and The Sage International School of Boise, A Public Charter School, Inc., commonly known as Sage International School of Boise (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 July 23, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; 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 2010. 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 **April 17, 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: Sage aims to develop students who are citizens of the world. We do this by employing best practices from data collected on education around the globe. Sage International School of Boise is a community structured around an international inquiry based curriculum that cultivates intellectual depth, 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.
- B. Grades Served.** The School may serve students in kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential

design elements of its educational program:

- The International Baccalaureate Academic K-12 Curriculum K aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.
- The International Baccalaureate Attributes profile, highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.
- Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.
- The Sage outdoor education program is intertwined into the IB curriculum through interdisciplinary units of study in an outdoor classroom setting. The outdoor program also supports the IB attributes in a non-classroom environment. The program incorporates 8 school days of outdoor adventure and academics to every student in grades 6-10. Also, the outdoor program addresses the concern that all students should take responsibility for their lifelong personal, social and physical well-being.

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 1,200 students. Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.
- 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.** 547 E. Parkcenter Blvd, Boise, Idaho, 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 as follows: Boise School District #1.
- 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 **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **The Sage International School of Boise, a Public 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

The Sage International School of Boise, A Public Charter School, Inc.
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter



SAGE
INTERNATIONAL SCHOOL
OF BOISE

**Sage International School of Boise, a Public Charter
School, Inc.**

**457 E. Parkcenter Blvd.
Boise, ID 83706
208-343-SAGE**

info@sageinternationalschool.org
www.sageinternationalschool.org

Updated December 2013

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Vision Statement, Mission Statement, Educational Philosophy

Articles of Incorporation

Appendix A provides a copy of the Articles of Incorporation and By-Laws for The Sage International School of Boise (hereafter referred to as Sage or Sage International), a Public Charter School, Inc.

Signatures of Qualified Electors

Petition of Community Members Supporting the Charter: Appendix B is a petition signed by members of the Boise School District who are enthusiastically in favor of the creation of the Sage International School of Boise as a Public Charter School.

Vision Statement

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

Mission Statement

“A Senegalese poet said ‘In the end we will conserve only what we love. We love only what we understand, and we will understand only what we are taught.’ We must learn about other cultures in order to understand, in order to love, and in order to preserve our common world heritage.”

-Yo Yo Ma, White House Conference on Culture and Diplomacy

“If you can speak three languages you’re trilingual. If you can speak two languages you’re bilingual. If you can speak only one language you’re an American.”

-Author Unknown

The Sage International School strives to make of her students citizens of the world by employing best practices from data collected on elementary, middle and high school instruction from around the globe. Instruction will be given in a setting under the auspices of the inquiry-based curriculum offered through the school’s participation in the International Baccalaureate Program. Students who complete the program at Sage will graduate as true citizens of the world community, with particularly well-developed skills in languages, analytical problem solving, and cultural understanding.

Educational Philosophy

"The limits of my language mean the limits of my world."

- Ludwig Wittgenstein

In keeping with the goals and objectives outlined in Idaho State Code 33-1612, Sage International School of Boise, a Public Charter School, Inc., submits this application for a new Public Charter School. Our educational philosophy is grounded in the core belief that an international education should be provided to all members of our community so that together, we can create a learning community that fulfills the mission for education set forth by the legislature in the State of Idaho.

Sage International School of Boise, a Public Charter School, Inc., is also referred herein as 'Sage International School' and 'Sage'.

A thorough system of public schools in Idaho is one in which:

- A safe environment conducive to learning is provided;
- Educators are empowered to maintain classroom discipline;
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
- The skills necessary to communicate effectively are taught;
- A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
- The skills necessary for students to enter the work force are taught;
- The students are introduced to current technology; and
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The focus of Sage International School is K-12th grade education, and, in particular, addresses the lack of internationalism and foreign language education in all other same-age educational programs in the State of Idaho. Our research into the question of multi-lingualism has shown that the vast majority of experts in the field agree that in language development there is a "window of opportunity" in which the child learns a language normally (Curtiss). After this period, the brain becomes slowly less plastic and, by the time the child reaches adolescence, the brain cannot develop "richly and normally any real cognitive system, including language" ("Language Learning and the Developing Brain" 18). Study after study shows that "mini", or "taste of" courses in language (or even the standard two years of foreign language in high school) do little or nothing towards actually learning (and retaining) a second language.

It is only rich, meaningful exposure to a foreign language, and importantly, language instruction *at an early age*, which results in second language competence. In terms of linguistic proficiency, "the children who did by far the worst with regard to grammatical competence, pronunciation, accent, phonology, morphology, syntax, were the children who had restricted instruction in another language in the classroom – precisely the situation faced by the vast majority of American students studying foreign language – in what experts might well say is the wrong place at the wrong time" (Pettico, 2002). In their study "What We Can Learn From Foreign Language Teaching In Other Countries,"

Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian examined information about language teaching methodologies, strategies, and policies in countries from around the world. They collected their data from educators and policy makers in 19 countries with the hope that other countries' successes and failures could inform language teaching in the United States. Respondents shared numerous "top" tips for language instruction (including use of technology, communicative teaching methodologies, and rigorous teacher training), and most important of all factors they reported, was "getting an early start" with language education. Many respondents confirmed that beginning foreign language study early promotes achievement of higher levels of language proficiency. Seven of the countries studied have widespread or compulsory education in foreign languages by age 8, and another eight countries introduce foreign languages in the mid or upper elementary grades. In most cases, a second foreign language is offered or required in the elementary grades. This contrasts starkly with the United States, where the majority of students who study a foreign language do not start before age 14.

Sage International School of Boise will increase student learning by creating the "right place at the right time." We seek to create an enriching environment for students and their families as members of our learning community. Instead of teaching language in isolation, it will be a natural part of everyday interaction. Our students will begin foreign language instruction at a young age, which allows us to take advantage of the natural elasticity of the brains of young children. In addition to competency advantages early second language learners have over their older peers, children who are exposed to more than one language through rich and early exposure are "cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning. [This is] because they are switching languages and have access to multiple meanings, have part of their brain massaged like a muscle. Then there's the spillover of that amazing honing of their linguistic abilities, making them more cognitively advanced. These children are reaching the classic Piagetian stages of, say, conservation, years in advance of their monolingual peers -- just by virtue of the gain from being multilingual, from being bilingual" (Pettico). In short, children who learn a second language at an early age are stronger than their monolingual peers at an astounding variety of intellectual skills: math, logic, reasoning, music, language and literacy, problem solving, to name but a few.

Studies by a large number of scholars (Cooper, Saunders, Armstrong, among others) have found a consistently positive correlation between second language acquisition and results on a wide variety of standardized and intelligence tests. In their study entitled "The Plattsburgh French language immersion program: Its influence on intelligence and self-esteem," D.D. Samuels and R.J. Griffore (1979) tested 6-year-olds after 1 year in French immersion with the WISC and Purdue Self Concept Scale and found significant differences in favor of immersion students on Performance IQ and Picture Arrangement Object Assembly. Starting in the 1960's and continuing into the 1990's, some 12 dozen studies were conducted on the relationship between learning a second language early in life and cognitive ability. In his article entitled "The Cognitive, Academic and Attitudinal Benefits of Early Language Learning" D.W. Robinson summarizes many of these studies, concluding, "the picture that emerges is [...] a youngster who experiences two language systems [has] a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities." The studies also demonstrated that children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies. Dumas' study of 13,200 third and fifth graders in Louisiana public schools reveals that regardless of race, gender or academic level, kids taking foreign language classes did better in the English section of the Louisiana Basic Skills Test than those who did not. Data from the College Board's 1992 edition of College Bound Senior

revealed those students who had had four or more years of foreign language scored higher on the verbal section of the SAT than those who had had four or more years in any other subject area.

We anticipate that our students at Sage will follow trends indicated in these and other studies and advance beyond their monolingual peers not just in core areas such as English, mathematics, and social studies, but in other disciplines as well including history, cultural understanding, music and the arts. Our curriculum makes language learning not only more *natural* but indeed, more *meaningful*. Our goals at Sage are not only to produce well-educated citizens of the world, but to instruct the minds of those who will shape our future – individuals with strong reasoning and analytical skills which can be brought to the table regardless if the setting is in a board room or a kitchen.

The International Baccalaureate curriculum offers an ideal context for foreign language instruction as well as rigorous academic instruction in other subjects. Following approval of our charter, we will be able to apply to become a candidate school for the high-demand International Baccalaureate Primary Years Programme Curriculum (See Appendix C). As Sage grows into higher grades, we will be able to apply to become a candidate school for the IB Middle Years Programme and Diploma Programme. One of our goals and intended results is to produce students who are, as studies have shown bilingual children to be, “cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning” (Pettico). Additionally, our students will gain cultural competency, which will allow them to be highly functioning in foreign cultures, learn increased empathy for differences, and gain a heightened sense of self-esteem and self-awareness.

To put U.S. students on par with students in other countries, foreign language must become part of the core curriculum from K –12th grade. Genesee and Cloud argue that basic education in the new millennium must include second and third languages if the United States is to cope with the unprecedented growth in diversity within its borders and also continue to compete successfully in the global marketplace. As we have already mentioned, extensive research indicates that foreign language study provides both cognitive and sociocultural benefits. Cloud and Genesee (1998) conclude, “Linguistic and cultural competence will be the mark of the well-educated citizen of the 21st century.”

In their *Time Magazine* article entitled “How to Build A Student for the 21st Century,” Wallis and Steptoe lay out recommendations for a very different kind of education than what is provided by the current public education system. For example, they indicate that a student needs to have a base of extensive core knowledge. Further, they underscore, students need to learn with a cross-disciplinary curriculum that culminates in creativity and innovation. This is exactly what the PYP intends to do. We are excited about the opportunities afforded to us through our planned participation in the International Baccalaureate (IB) Program to aid us in fulfilling these goals and recommendations. IB is predominantly an inquiry-based curriculum approach to education. Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher that moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories

- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems

Therefore, IB, with its emphasis on meaning and understanding, attaches great importance to all areas of the curriculum – the written, the taught and the assessed components – to the exploration of a core set of concepts:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

These concepts are important for two reasons. First, they provide consistency among IB schools, in which all students are working towards an understanding of these concepts. For example, questioning “What are the points of view?” expands the thinking of the students in all IB schools so that they take that essential first step in developing international awareness and the willingness to consider another's perspective. Secondly, they have relevance in all the traditional subject domains and influence the planning and delivery of the entire program. They therefore provide one of the most significant transdisciplinary elements in the program. Expressed as open-ended questions, they provide the initial momentum and the underlying structure for the exploration of the content of the whole program. These questions form a framework to which teachers can refer during the process of collaborative planning that is required by the IB. They focus the teachers' thinking as they generate guiding questions specific to particular content, whether it be subject specific or related to transdisciplinary themes.

In this way, the concepts shape the extended, structured inquiry – units of inquiry that are a distinguishing feature of IB. Sage will plan and implement a set of these units each year in complete coordination with State of Idaho's state standards and scope and sequence for students at every grade level. Collectively, these units form a transdisciplinary, coherent, school-wide component of IB, the program of inquiry.

The subject-specific bodies of knowledge, together with the program of inquiry, provide a comprehensive, well-balanced curriculum that requires children to reflect on their roles and responsibilities and to participate fully in the learning process. The concepts help the teacher to make the classroom a stimulating and provocative place, where the child's point of view, supported by knowledge, skill, reflection and understanding, is both valued and made useful.

We feel confident that the teaching of foreign languages and cultures through the inquiry-based program set forth by the International Baccalaureate Organization will allow Sage to meet its goals of creating well-educated citizens of the world. Our students, with their successes, will make Idaho a leader in terms of preparing and educating our children for the future. Our students are ready to rise to the challenge – and are ready for Sage International School to truly help make them citizens of the world.

TAB 2: Proposed Operation and Potential Effects of the Public Charter School: Target Population, Facilities, Administrative Services, Potential Civil Liability, and Insurance for Liability and Property Loss

Primary Attendance Area

The primary attendance area for Sage International School will be identical to the Boise School District.

Target Student Population & Enrollment Capacity of the Charter School

Sage International will open in the fall of 2010 with grades Kindergarten through 7th. The school will start with 2 classrooms of Kindergarten (1 full-day and 1 half-day) and 2 classrooms of 1st grade. Each year thereafter, we plan to add an additional class to each grade (i.e. in Year 2 we will add a second classroom of 2nd grade) and an additional grade (i.e. in Year 2 we will add an 8th grade) up to 12th grade. Expansion in Year 2 and beyond will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Our long-term goal is to provide kindergarten through 12th grade education.

Note: the IB Primary Years Program is designed for ages 3 thru 12; however Sage will only use the curriculum for grades K – 5 (approximately ages 5 through 10) initially. The Board of Directors will look into the feasibility of extending the IB program to grades 6 through 12 after establishing the PYP.

The anticipated Year 1 enrollment at Sage International School will be capped at 254 students.

Sage International School will offer three (3) kindergarten classes - two (2) full-day classes and one (1) half-day class. For the two (2) full-day kindergarten classes, parents will cover the difference in cost from a state funded half-day to full-day.

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Potential Impact on Boise School District

We are aware that opening Sage International School will have a potential impact on the Boise School District; however our unique program of offering an International Baccalaureate program will offer a new opportunity for parents seeking school choice and innovative curriculum. In Year 1 of opening, Sage will have a maximum of 254 students. However, the impact on the Boise School District will likely be lower than 254 because Sage students will also come from out of the district, home schools, students moving from out of state, etc. Overall, demand for charter schools is high. Based on the 2006 "Charter Schools in Idaho" Report by Dale Ballou, there were 4,671 students on charter school waiting lists in the 2005-2006 school year; recent data from the Idaho Charter School Network indicates that there were over 6000 students on charter school waiting lists in the Treasure Valley in 2007-2008.

Data gathered during our first four (4) years of operation indicates approximately 65% of our student population is made up of students coming from Boise School District schools. 35% of students are from other charters, private schools, home schools, virtual schools, and from out of district.

Facilities

"Whatever good things we build end up building us."

-Jim Rohn

Sage International School will begin operations in a lease-based facility in the Boise School District attendance area. Once the charter petition is approved, Sage International School will enter into a lease agreement in spring of 2010.

Please see Tab 10 for further discussion of facilities and Appendix F for example lease options considered for the school's opening. As the school grows, additional facilities may be secured as needed and as finances allow. In addition to financial and physical needs, priority will be given to keeping lower and upper grades in close proximity, and to securing locations that allow students access to cultural, natural and/or educational amenities in the surrounding community.

Administrative Services

Administrative services and day-to-day operations will be provided by Sage International School of Boise Principal (State Certification required) in coordination with the school's board of directors. The principal shall assume broad responsibilities concerning but not limited to:

- Curriculum, instruction, and assessment
- 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
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison

Insurance for Liability and Property Loss

The Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools.

Sage International School will procure and maintain a policy of general liability insurance and errors and omissions insurance. The Board of Directors will be responsible for soliciting bids for insurance on behalf of Sage International School. Insurance companies who have maintained a rating of “A” according to the A.M. BEST COMPANY will provide insurance. Sage International School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. A copy of the proof of insurance will be given to the Public Charter School Commission each time it is renewed for continuous coverage.

TAB 3: Educational Program and Goals: Definition of Educated Person; Educational Program and Goals; Fulfillment of Educational Thoroughness Standards; Special Education Services; Dual Enrollment Provisions

Students of the 21st century are going to need a very different kind of education than most of us have had and the best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth.

-National Center on Education and the Economy 2007

Definition of Educated Person and How Learning Best Occurs

An educated person is a citizen of the world that demonstrates knowledge about self, about the world we live in, and the history that has led us to where we are. Beyond this knowledge, the educated person is a lifelong learner, seeking new knowledge wherever and whenever possible. In addition, this person possesses the communication and interpersonal skills necessary to speak and write clearly, effectively and persuasively. An educated person is competent in multiple languages.

An educated person listens to others' ideas respectfully and thoughtfully and accepts them or rejects them on the basis of clear and logical thinking. This person utilizes resources and technology to find information both personally and academically. He or she possesses the analytical skills needed to solve problems, think across disciplines and make decisions. As an involved member of the community, this person possesses values that enable him or her to show tolerance and respect or cultural, ethnic and intellectual diversity.

Educational Program and Goals

"The aim of education should be to teach us rather how to think, than what to think."

-James Beattie

Our educational philosophy is grounded in the core belief that an international education be provided to all members of our neighborhood so that together, we can create a learning community that fulfills the mission for education set forth by the legislature of the State of Idaho.

As we advance into the 21st century, our children will enter an ever-shrinking globalized community. Today's students must be equipped with the traditional academic disciplines and 21st century skills like creativity, innovation, social and emotional intelligence and being able to think across disciplines and international boundaries. Curriculum will have to have "an international focus and students will need to be able to grasp issues beyond our national border. "They will need the ability to learn very quickly and see patterns where others see only chaos" (Wallis and Steptoe).

Upon approval and on opening, Sage International School of Boise will begin the application process to the International Baccalaureate (IB) Organization for full accreditation as a Primary Year Program (PYP) “International Baccalaureate World School.” In subsequent years, Sage will apply for full accreditation as a Middle Year Program and Diploma Program, to offer the full continuum of the IB. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, create a better and more peaceful world.

In addition to our core program (the PYP, the MYP, and the DP), students at Sage International School of Boise will have the opportunity to learn and be exposed to foreign language instruction, social and emotional intelligence, service learning and outdoor and environmental education.

Students at Sage International School will strive to be:

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles,

| | |
|-------------------|--|
| | ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

Language at Sage International School

Students at Sage International School will have intensive foreign language instruction. When employers and universities look at applicants, they do not start looking at the bottom of the list to see who has done only the minimal amount of requirements necessary or taken the easiest route available, they start at the top of the list and look for those students who have risen above the rest. Foreign language instruction in languages that are increasingly relevant in the 21st century will empower Sage graduates to become citizens of the world, solving global problems.

The International Baccalaureate Continuum at Sage International School of Boise

Primary Years Programme (PYP). Recognized globally as one of the best academic preparation programs in the world to help students succeed in college and beyond, the International Baccalaureate (IB) Programme¹ offers:

- Curriculum and criteria-referenced assessments that reflect a rigorous, international standard
- Extensive opportunities for professional development and teacher training
- Philosophy of learning based on transdisciplinary learning and higher-order thinking skills, such as critical thinking and problem solving
- Worldwide network of educators sharing experiences informed by best practice from around the world
- Curriculum and assessment available for languages listed by the US Department of Education as “critical”, including Arabic, Chinese, Korean, Japanese, Russian, Hindi and Bengali.

A transdisciplinary program of international education designed to foster the development of the whole child, the International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practices from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

¹ International Baccalaureate Program Information used with permission from the *Organisation du Baccalauréat International*, Geneva, Switzerland.

At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Six transdisciplinary themes of global significance provide the framework for exploration and study:

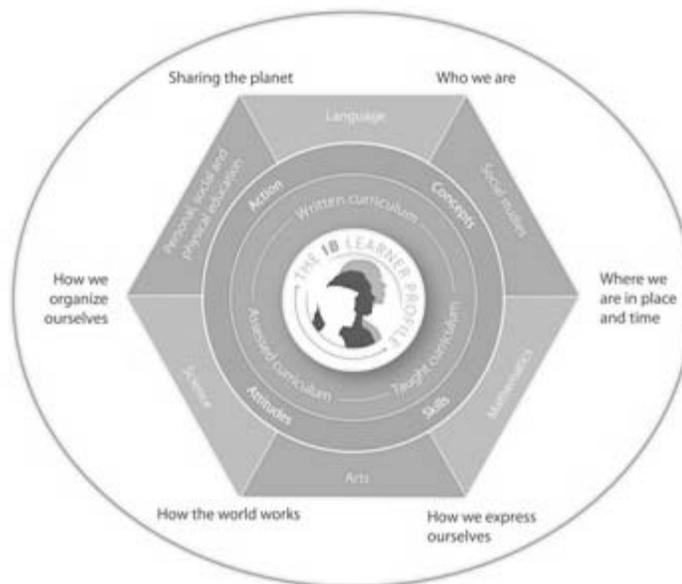
- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

The program can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:

- language
- social studies
- mathematics
- arts
- science and technology
- personal, social and physical education.

The themes and subject areas outlined above form the knowledge element of the programme. Five essential elements—concepts, knowledge, skills, attitudes, action—appear at the center of the hexagon.



Five essential elements

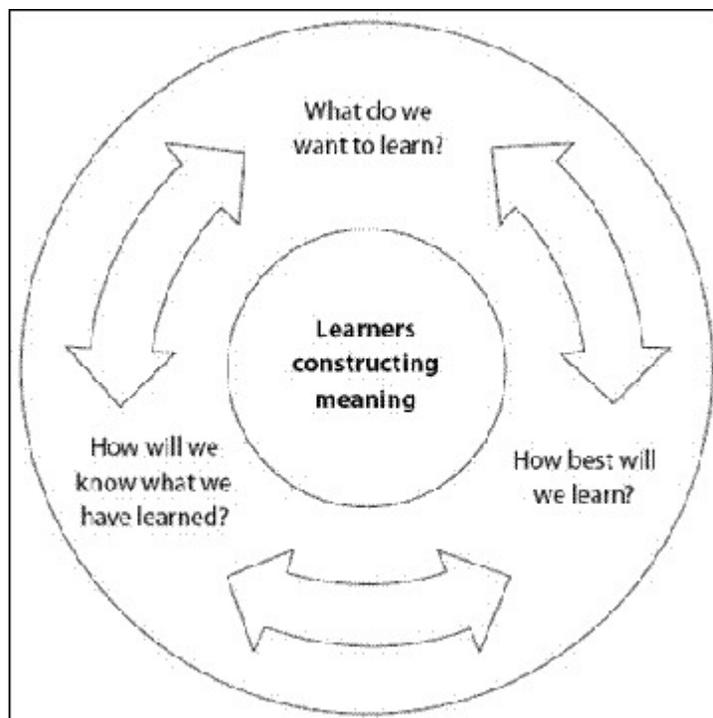
The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

Curriculum model

The curriculum is expressed in three interrelated ways:

- the written curriculum—what do we want to learn?
- the taught curriculum—how best will we learn?
- the learned curriculum—how will we know what we have learned?



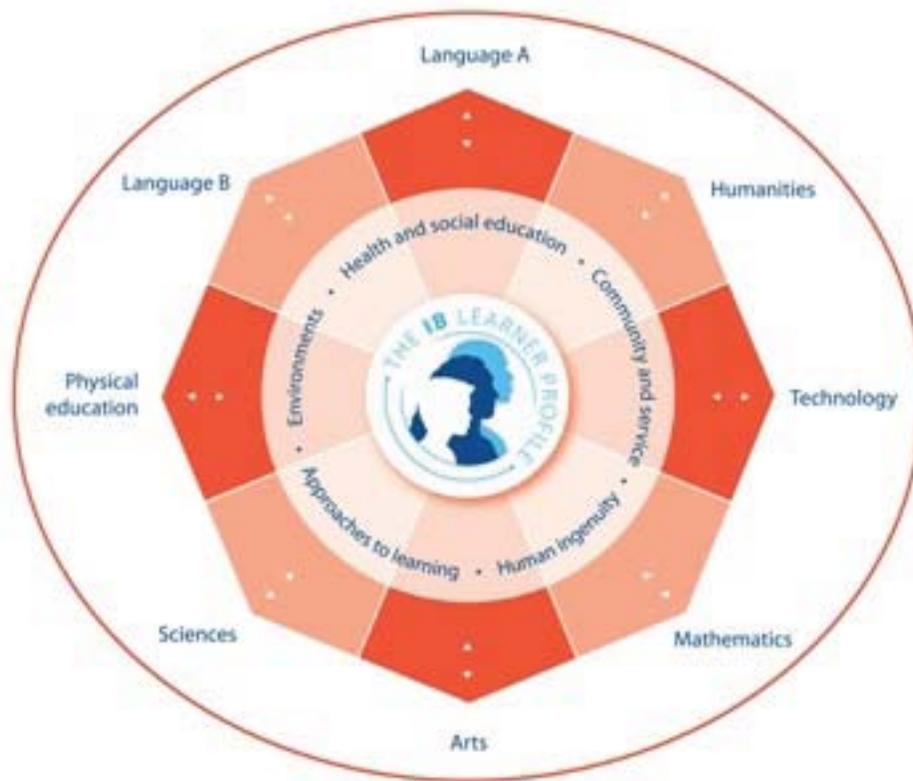
The International Baccalaureate Organization provides services (their curriculum is provided) in:

- English
- French
- Spanish

Middle Years Programme. Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The personal project appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness

- holistic learning
- communication.

Under certain conditions, schools may deliver the programme in any language, although IB services are provided in:

- English
- French
- Spanish
- Chinese.

Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

The Diploma Programme (DP) and IB Career-Related Certificate (IBCC)

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

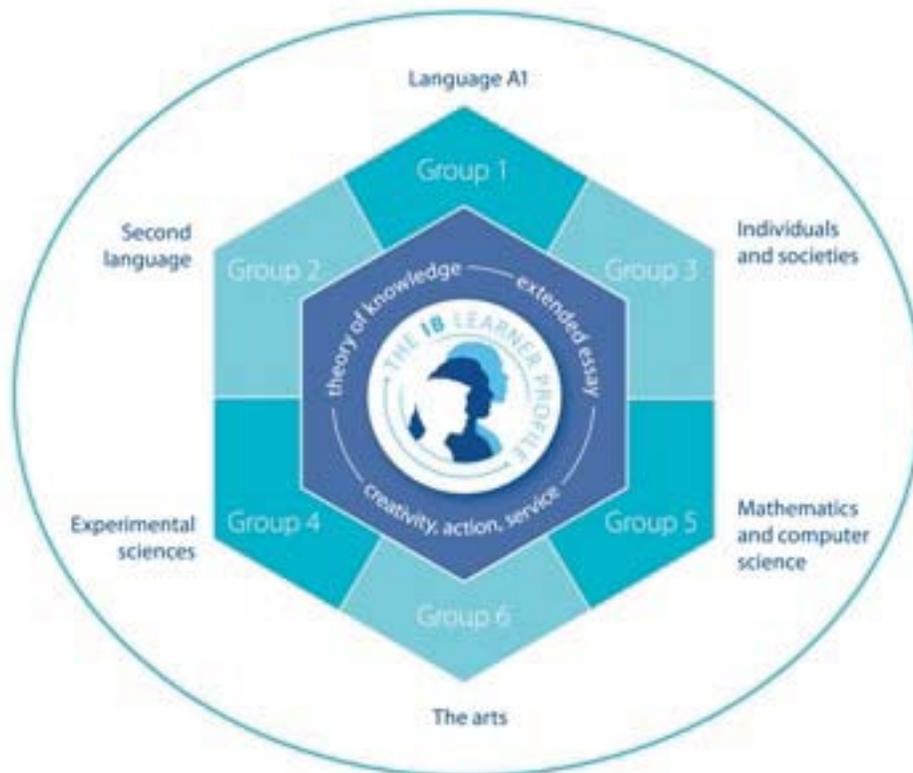
The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Diploma Programme curriculum model

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

The IBCC framework

The IBCC consists of the study of Diploma Programme courses along with a unique IBCC core. The core includes community and service, the approaches to learning (ATL) course and a reflective project blended together to enhance individual critical thinking and intercultural understanding. These elements come together to help students develop the communication and personal skills necessary for success. Surrounding the IBCC core is the requirement of a minimum of two IB Diploma Programme courses. The core forms a bridge between the rigorous requirements of the IB Diploma courses and the targeted career-related courses chosen by the student.

In addition to the IBCC core and the career related and IB Diploma courses, students are expected to engage in the value added elements of a language acquisition course and a career-related course.

Thoroughness Standards (Idaho Code 33-1612)

Sage International 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: Sage International School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs; and,
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B: Educators are empowered to maintain classroom discipline.

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

Objectives: Sage International School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
- A school wide philosophy (e.g. Love and Logic) will be set for teachers to handle minor and major infractions in the classroom setting;
- Teach appropriate behaviors and foster responsible decision-making skills; and,
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Sage International School will:

- Utilize the general philosophy of the IB 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; and,
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

Goal: Teach students a range of effective communication skills appropriate for the 21st century using the IB program.

Objectives: Sage International School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language;
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (e.g. e-mail, Internet, on-line learning); and,
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

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

Goal: Develop an international citizen for the 21st century through the IB program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

Objectives: Sage International School will:

- Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods using the IB program;
- Emphasize Foreign Language; and,
- A comprehensive health curriculum will be taught, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

Standard F: The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Sage International 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; and,
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

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: Sage International School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Students completing the program at Sage International School will be proficient in using both a word processing and spreadsheet package; and,
- 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 international citizens in their respective jobs and communities of the 21st century.

Objectives: Sage International School will:

- Provide a service learning experience that reflects responsible citizenship in a democratic society and an interdependent world;
- Enable students to develop the following habits of responsible international citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus; and,

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Sage International School will achieve the Thoroughness Standards through its International Baccalaureate Programme curriculum and the unique aspects of the school.

Special Needs Students

Sage International School supports the right of all students, including; English Learners, Gifted and Talented, and students with disabilities to equal access to educational opportunity. No student will be excluded from Sage International School, counseled out, or referred to other schools in the district because of their special needs.

Sage International School will conform to the requirements of the federal Individual with Disabilities Education Act and other federal laws. Also, Sage International School will use the Idaho Special Education Manual as a reference and guideline for developing individual education plans. Sage International School embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve their full potential. Sage will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, who may need special education, regardless of the severity of the disability.

A. Protocol for Identification and Evaluation

1. Pre-Referral

Pre-referral is an initial step that may be prompted by observations by teachers, other staff, and/or parents. Records from previous schools may indicate special needs as well. The Pre-Referral Team will consist of the school's principal, one or more of the child's classroom teachers, and other specialized staff. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the child.

The ideal outcome of the pre-referral is prompt action to enable the learner to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, changes in classroom tasks or organization, changes in assessment, or changes in technology. If best efforts at intervention at this level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

2. Testing and the Multi-Disciplinary Team

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the child for disabilities. The Multi-Disciplinary Team will consist of specialists from Sage or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have.

The permission of parents or guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

3. Conclusive Results of Testing and the Individual Education Plan

If testing concludes that the child has a disability defined within the Individuals with Disabilities Education Act (IDEA), then an Individual Education Plan (IEP) will be developed for meeting the needs of the child in Least Restrictive Environment. The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the IEP's creation (staff, parents, and student.)

Students who do not qualify under IDEA may qualify for special services under Section 504 of the Rehabilitation Act of 1973. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under 504 will result in an Accommodation Plan.

B. Programming

Students with disabilities will work on their IEP goals while participating in the inquiry-based International Baccalaureate Programme . The IB program is flexible enough to allow students with disabilities to work at their own level of understanding. Teachers will represent information in multiple formats and media, using a variety of methods to engage and motivate students. Students will have multiple pathways for action and expression.

Whenever possible, students with disabilities will be included in general education classes. When necessary, special education students may receive services in a resource room. Special education staff and regular teachers will work closely together to best serve their learners with special needs. Parents will be involved in every step taken by the school in regard to their children with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

C. Special Education Services

If a student is found to be eligible for special educational services, Sage International School will provide services for the student in the following manner:

1. Instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the Individual Education Plan and will be provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
2. If necessary, Sage International School will contract with a private provider for the provisions of other related services outlined in the IEP.

Other Services: Students attending Sage International School of Boise who are identified as English Learner (EL), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at Sage International School.

Corrective Action: Those students not reading at grade level as determined by Idaho state assessments or computing grade level math as determined by Idaho state assessments will be identified and receive a variety of services to meet their learning needs.

Plan for dual enrollment participation

Dual Enrollment is an option for all students as provided for in 33-203(7) of the Idaho State Code.

Gifted and Talented Students: (Idaho Code 33-2003) Sage will identify students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in *The Best Practices Manual for Idaho Gifted/Talented Programs*. Once identified, Sage will implement a modification of curriculum to provide a challenging educational experience.

Students enrolling with an active Individual Education Plan (IEP) will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

The IB Curriculum is well suited to meet the needs of students who are gifted and talented because the curriculum focuses on:

- Specific Academics – IB is a challenging curriculum through inquiry based education
- Intellectual – IB focuses on solving complex problems
- Leadership – IB has a strong service learning component
- Creativity – IB includes development of the whole child with a focus on problem solving
- Visual/Performing Arts – IB focuses on music, art, foreign language

English Learners (EL): Sage International School will do the following for students who are EL:

1. Identification of EL students: Sage International School will use the federal definition of EL as defined in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are English learners (EL). Students for whom English is a second language will be assessed using the EL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (IELA) will be used to assess English proficiency as EL progress through the school.
2. Program of services and instructional methods: Students who are eligible for the EL program will participate in the NCA EL program according to state and federal guidelines. State and Federally

mandated testing of EL students will be administered. EL services may be provided on-site or contracted out.

3. Curriculum: Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other EL instructional approaches. Educational Learning Plans (ELP) will be developed to support ELs. ELPs will be developed and overseen by teachers certified in Bilingual Education. With the IB focus on global education foreign language, and use of technology, ELs will be well supported to access the general curriculum.
4. Assessment: Relevant Curriculum Based Measures (CBM) and the IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the EL program.
5. Evaluation: The program will be evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

The following is the EL program eligibility criteria:

- Registration cards will include at least the question: what is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indication that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of “high quality language instruction.
- Those students placed in a program can be counted for state and Federal funding purposes.

Tab 4: Measurable Student Educational Standards and Standardized Testing; Methods for Measuring Student Progress; Ensuring State Accreditation; Provision for Improvement per NCLB

Measurable Student Educational Standards and Standardized Testing

Students at Sage International School of Boise will be tested with the same standardized tests as other Idaho public school students including the IRI, ISAT, DWA, DMA, and any other state assessments that may be required in the future. The charter school will give the state-mandated assessments during the testing windows outlined by the State Department of Education.

In the IB Primary Years Program there are 6 units of inquiry for each grade. The Idaho State Standards for each grade level will be addressed in each of the units of inquiry and those standards that cannot be incorporated into the units will be covered by supplemental curriculum instruction.

Sage will strive to move all students toward highest proficiency levels on all standardized measures. The school will meet the Idaho Content Standards developed by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, Humanities, and Health.

If any of these goals are not met, Sage International School will re-examine its instructional practices and make appropriate improvements.

The following educational standards will be met:

1. Kindergarten, 80% of 1st and 2nd grade students attending Sage International School who have at least 90% attendance in a given calendar year will achieve a score of 3 on the spring IRI and by the end of 3rd grade 85% of students will receive a score of 3.
2. AYP targets for 3-8th grade students attending Sage International School that have at least 90% attendance in a given school calendar year will be met on the reading, math and language ISAT.
3. Upon the completion of each grade, all students will have produced a portfolio of learning that meets or exceeds the school's portfolio rubric. The rubric scoring guide will be developed by a collaborative team of teachers, PYP trainers, administrators, the Board of Directors and/or parents within the first year of operation.
4. Students enrolled in the language program will be assessed using a variety of established oral and written proficiency exams including those endorsed by the American Council on the Teaching of Foreign Languages (ACTFL) (e.g. Student Oral Proficiency Assessment (SOPA)

and French as a Second Language Assessment Package). Quantitative norms will be established after the first full cycle of students.

5. High school students will successfully meet graduation requirements consistent with ID state requirements. In addition to meeting state graduation requirements and earning a regular high school diploma, high school students will have the option of working towards Diploma Programme graduation requirements, or the International Baccalaureate Career Certificate requirements, both of which are specified by the International Baccalaureate Organization . Targets for high school graduation are 100%.

Assessment for the Middle Years Programme. In addition to reaching a minimum of 80% of middle years (grades 6-9) students reaching proficiency levels on ISAT measures, the following assessment procedures will be used to determine student progress in the MYP.

1. Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

2. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Assessment for the Diploma Programme.

A minimum of 80% of 10th grade students will meet proficiency levels on all areas of the ISAT.

Additionally, students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

Methods for Measuring Student Progress

Assessment and Evaluation: Sage International School of Boise will emphasize assessment that enhances learning. Students will be encouraged to view assessments as learning experiences and challenges. Student growth and development will reflect understanding, application and synthesis of the educational standards of the State of Idaho and the IB programme.

Sage International School of Boise will sample student performance by utilizing information from both standardized evaluations and alternative assessment measures. Performance will be assessed on at least three levels:

1. Student progress relative to previous performance will be assessed through a variety of written reports, oral presentations, and individual and group projects.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations of written work, oral presentations, and individual and group projects.
3. Performance will be assessed relative to district and state developed standards on the ISAT and other standardized tests.

Ensuring State Accreditation

Sage International School of Boise's curriculum framework is built around our intention to apply for and become an "International Baccalaureate ("IB") World School." There are currently nearly 2,000 IB schools in 124 countries offering International Baccalaureate programmes to nearly 500,000 students. There are 665 IB World Schools in the United States offering one or more of the three IB programmes.

The International Baccalaureate Program is unique in that:

- It offers a continuum of education, consisting of three programs for students aged 3 to 18.

- It has a reputation for high-quality education sustained for over 35 years.
- The program encourages international-mindedness in its students. To accomplish this, students must first develop an understanding of their own cultural and national identity.
- The program encourages a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.

The IB curriculum we aspire to use meets or exceeds Idaho's State Standards. The IB program consists of five essential elements: concepts, knowledge, skills, attitude, and, action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas including: language, social studies, mathematics, the arts (including, but not limited to: drawing, painting, sculpture, collage, drama, dance, vocal and instrumental music), science and technology, and personal, social and physical education.

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, Sage will develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand other people.

At Sage, we will comply with all accreditations standards and procedures of the State of Idaho (following Idaho Code 33-5205(3)(e) and 33-5210(4)(b) and will obtain accreditation through operation in accordance with Idaho Code 33-1612. An Accreditation Committee, selected by and working with the Board of Directors and the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal of the school will submit annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary / Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

Provision for Improvement per NCLB

In the event that Sage International School does not make Adequate Yearly Progress (AYP) per NCLB, a team comprised of the principal, Board of Directors and additional inside/outside technical assistance will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including but not limited to curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

TAB 5: Governance Structure: Description of Governance Structure and Process to Ensure Parental Involvement; Plan for Annual Financial and Programmatic Audits

“Governance is the system of values, policies and institutions by which a society manages its economic, political and social affairs through interactions within and among the state, civil society and private sector. It is the way a society organizes itself to make and implement decisions—achieving mutual understanding, agreement and action. It comprises the mechanisms and processes for citizens and groups to articulate their interests, mediate their differences and exercise their legal rights and obligations. It is the rules, institutions and practices that set limits and provide incentives for individuals, organizations and firms. Governance, including its social, political and economic dimensions, operates at every level of human enterprise, be it the household, village, municipality, nation, region or globe.”

—UNDP Strategy Note on Governance for Human development, 2004

Description of Governance Structure and Process to Ensure Parental Involvement

Sage International School of Boise, A Public Charter School, Inc, Board of Directors: Sage International School of Boise, Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act and IRS Code, Section 501(c)(3). The Board of Directors will serve as the public agents who govern Sage. There will be approximately 5 to 9 members on the Board of Directors. Initially the Board of Directors will be comprised of the original Founders, as appropriate. The Founders will make every attempt to include a balance of skills and vocations on the board. Founders reserve the right to draw membership to the Board of Directors from outside the list of original “Founders”. The Board of Directors’ responsibilities include but are not limited to:

- Aiding in the business operations of the school including the procurement of funding;
- Monitoring and assessing the school’s compliance with the provisions of its charter under the Idaho Public Charter Schools Act;
- Holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public;
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

Founders: Below is a list of original “Founders” who have made material contributions to the establishment of Sage International School by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. Additional “Founders” may be added up to the time of initial enrollment at Sage. The process in which additional “Founders” are designated will include an application and interview with the existing Board of Directors, and a vote by the Board of Directors. These additional “Founders” may be persons, employees, or staff who contribute significantly to the development of the school in ways such as participating as volunteers in the creation and development of the school’s physical location, structures, grounds, and general campus, and by other actions, donations and volunteer activities without which the school would not come into existence. These founders will be duly designated upon the establishment of Sage for their contributions at the

time the contributions were received, and such designation will be endorsed and ratified by the Board of Directors.

List of original Founders includes:

- William (Bill) Carter, J.D.
Attorney, developer, community activist, member, Big Brothers/Big Sisters
- Kimberly Carter-Cram, Ph.D.
Parent, university professor, former international elementary school director, language acquisition expert
- Michael Cram
Parent, business manager and auditor, Idaho Department of Transportation
- Nancy Glenn, Ph.D.
Parent, university professor and researcher, community activist
- Evelyn Johnson, Ed.D
Parent, university professor and researcher in special education, community member
- Don Keller, M.Ed., Idaho Administrator
Parent, educator, outdoorsman, community member

Parental Participation

The Parent-Faculty Association (PFA) and Board of Directors of Sage International School may provide consultation to the Principal regarding ongoing plans for the school. Sage International School is committed to ensuring that parents of students who attend its program 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, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins.
2. Parents will be highly 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, school-wide discipline, school climate, curriculum, and other school issues relevant to the school.
4. Parents will be highly encouraged to be involved in the PFA and to volunteer for school projects, programs, committees and to work with students.
5. Parents will be highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.
6. Parents will be highly encouraged and welcomed to volunteer in their child’s(ren’s) classroom(s).

7. Parents will be highly encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.
8. Parents will be highly encouraged to attend and participate in the BOD monthly board meetings.

Annual Programmatic Operations Audits

Annual Audit and Reporting

Sage International School will conduct Programmatic Operations Audits in accordance with the Public Charter School Commission policy.

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15th for the previous school year (IDAPA 08.03.01.301.12).

Tab 6: Employee Qualifications; Transfer Rights of Employees; Collective Bargaining; Teacher/Administrator Contracts; Health and Safety Procedures; Benefits

*"If the child is not learning the way you are teaching, then you must teach in the way the child learns."
- Rita Dunn*

Employee Qualifications

The faculty and staff at Sage International School will strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect through adherence to Idaho State Code and the international curriculum offered through the International Baccalaureate Program. Our goal is to encourage our community members to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be respected and valued.

The following information deals in particular with regulations that may affect our faculty or staff members while at Sage International School of Boise. Other information is included as minimum requirements for the charter school to function with the level of autonomy and freedom intended by the Charter Schools Act.

Sage reserves the right to create, revise, implement, and enforce all nonsubstantive policies, procedures, and provisions of its organization and operations at any time during the charter period. Substantive policies, procedure, and provisions shall be subject to creation or modification according to rights of law.

Full-time staff at Sage International School of Boise will meet or exceed qualifications required by the State of Idaho. In order to be considered for employment, individuals will meet, but not be limited to, the following requirements:

- Staff will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of Sage International School of Boise.
- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold.
- All Teacher applicants will be required to complete a standard application and interview procedure.
- Other employees will be required to hold expertise in their field and an ability and interest in working with children of all ages and backgrounds, and their families.
- The School's employment procedures will fully comply with Idaho Code, including criminal record summaries and fingerprinting. All staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.
- All teachers and administrators will be on a written contract approved by the State Superintendent of Public Instruction (Idaho Code 33-5206(4)).

- Sage International School of Boise reserves the right to seek waivers or limited certification options as provided by rule of the State Board of Education when deemed in the best interests of the education program.
- Sage International School reserves the right to hire any person for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise.

Collective Bargaining

Teachers and staff at Sage International School will be a separate unit for purposes of collective bargaining.

Health and Safety Procedures

Sage will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools including but not limited to the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All staff will be trained in procedures outlined in the public schools' Emergency Handbook;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- A health / nurse room will be furnished and supplied adequately for the number of students in the school. Eventually a certified nurse will be hired;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;
- All staff will be trained in universal medical and health precautions;
- Sage will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district; and,
- All employees will be screened by law enforcement agencies.

Benefits: Provision Regarding PERSI, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance

Sage International School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, employees will be covered by unemployment and worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Sage International School to offer competitive wages and benefits so that it can recruit and retain talented employees to shape children who will become the leaders of our future.

Tab 7: Admission Procedures; Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance); Public School Attendance Alternative; Enrollment Opportunities; Student Handbook

Admission and Enrollment Procedures

Enrollment Opportunities

Sage International School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Sage International School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Sage International each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Sage International School shall ensure that such process includes the dissemination of press releases and/or public service announcements, to media outlets that broadcast within, or disseminate printed publications within the attendance area for Sage International School. Sage International School will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs (4-11-06).

Enrollment Deadline

Each year Sage International School shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Sage International School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

Sage International School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Sage International School. In the case of a family with more than one (1) child seeking to attend Sage International School, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Sage International School on or before the enrollment deadline established by Sage International School. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Sage International School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Admission Preferences for Initial Enrollment

If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Sage International School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority: The first priority group of Sage International School will include the children of full-time employees, children of the Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Sage International School).

Second Priority: The second priority group is siblings of pupils already selected by the lottery.

Third Priority: The third priority group is students who reside in the primary attendance area of Sage International School..

Fourth Priority: The fourth priority group includes students who reside outside of the primary attendance area of Sage International School.

Admission Preferences for Subsequent Enrollment Periods.

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

Second Priority: To children of founders and full time employees, provided that this admission preference shall be limited to not more than (10%).

Third Priority: Siblings of pupils already enrolled in Sage International School.

Fourth Priority: Prospective students residing in the primary attendance area of Sage International School.

Fifth Priority: Prospective students residing outside the primary attendance area of Sage International School.

Proposed Attendance List for Lottery.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

Equitable Selection Process.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

Final Selection List

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

Notification and Acceptance Process.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Enrollment Capacity of the Charter School:

Sage International School's enrollment is capped at 1,200 students in grades K-12th.

Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Sage International School will offer three kindergarten classes (two full-day and one half-day). For the full-day classes parents will cover the difference in cost from a funded half-day to full-day.

Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance)

General Discipline

Sage International School is committed to a safe learning environment. Student's expectations for appropriate behavior are high and will be communicated to students, parents and teachers through training, the student handbook and everyday practice. The school wide philosophy that will be implemented for discipline will follow the "Love and Logic" approach.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions, and consequences.

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy.

Denial of Attendance to a Student: Per Idaho Code 33-205 the school's board of directors may deny enrollment to Sage International School of Boise to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board: but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, given written notice of the pupil's expulsion to the prosecuting attorney of the count of the pupil's residence.

Procedure by which Students can be Suspended, Expelled and Reenrolled: Sage International School will assemble a student handbook following state law (Idaho Code 33-205) that outlines a "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps, in chronological order:

Step 1: Parent/Guardian notification by Teacher/Staff (written and/or verbal).

Step 2: Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and possible Parent/Teacher/Principal conference.

Step 3: Possible suspension and prior to suspension if needed the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification suspension not to exceed five (5) school days in length.

Re-admission after conference with Student/Parent/Principal. Possible additional ten (10) days suspension by the school's board of directors and provided, that on a finding by the school's board of directors, that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the board of directors may extend the suspension for an additional five (5) school days. Readmission after conference with student/ Parent/ Principal.

Step 4: Expulsion (Idaho code 33-205) by school's board of directors by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where such Parent/Guardian may appear to contest the action of the board. Length of expulsion to be determined by school's board.

Step 5: Readmission after meeting with school's board of directors/Principal prior to end of expulsion.

Sage International School Drug and Alcohol Use Policy: Sage International School of Boise will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Sage International School is committed to the concept of having a drug free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

A. 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 students shall be cumulative from grades K-12.

B. Procedures

Sage International School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Principal through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs

- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

C. Disciplinary Procedure

1. First Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- Student will be suspended for 5 days;
- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
- Law Enforcement Agency shall be contacted; and,
- If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.

2. Second Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- Board of Directors may be petitioned for expulsion of student;
- Law Enforcement Agency shall be contacted; and,
- Child Protection Services (C.P.S.) may be contacted.

3. Third Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
- Law Enforcement Agency shall be contacted; and,
- Child Protection Services (C.P.S.) will be contacted.

4. First Offense for Selling or Delivering (K-12)

- Parent or Guardian will be contacted;
- Law Enforcement Agency shall be contacted;
- The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
- C.P.S. may be contacted.

Public School Attendance Alternative

Since a charter school is a public school and Sage International School of Boise is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll or seek admission to other educational entities, be they public, private or other.

Process for Public Notification of Enrollment Opportunities

Every effort will be made to notify the public of enrollment opportunities at Sage International School. This may include but is not limited to: webpage updates; advertising in local newspapers or community centers (e.g. library); town hall meetings; announcements at other public schools, etc. Sage International School will comply with the Idaho State Board of Education rules governing charter schools, IDAPA 08.02.04.203.02.

Student Handbook and Procedure Ensuring Parental Access to Student Handbook

(See Appendix E for Draft Student Handbook)

Our handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and board. Contents to be included will be as follows.

- Message from the principal
- School philosophy
- School academic goals
- Staff and board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Weapons and threats
- Special services
- Report cards
- Tardy policy and telephone calls
- Students leaving school grounds
- Electronic network use rules

Tab 8: Business Plan; Transportation Services; School Lunch

Business Plan Including Business Description, Marketing Plan, Management Plan, Financial Plan, Start-up Budget with assumptions form, three-year operating budget form, and first year month-by-month cash flow form, Resumes

Business Plan:

We have utilized a guide from: <http://www.cacharterschools.org/bizpl.html> to help us organize a preliminary business plan.

I. Summary

A. School Description

1. Name and Address:

Sage International School of Boise, A Public Charter School, Inc. ("Sage")

Point of Contact:

Don Keller
457 E. Parkcenter Blvd.
Boise, ID 83706
208-343-SAGE
info@sageinternationalschool.org

Sage is organized exclusively for charitable, educational and scientific purposes. Tab 1 includes the Articles of Incorporation for Sage International School of Boise, a new Public Charter School, Inc. as filed and approved by the Secretary of State for the State of Idaho on August 10, 2006.

2. School Description

Sage will initially serve grades K-7 with plans to extend to 12th grade. Sage will be located within the Boise School District, Idaho and plans to open in August 2010. Please see Tabs 2 and 7 for grade organization.

3. Mission statement

Sage International School strives to make of her students citizens of the world by employing best practices from data collected on elementary and middle school instruction from around the globe. Instruction will be given in a setting under the auspices of the inquiry-based curriculum offered through the school's participation in the International Baccalaureate Program. Students who complete the program at Sage will graduate as true citizens of the world community, with particularly well-developed skills in languages, analytical problem solving, and cultural understanding.

4. Instructional focus

International Baccalaureate World School with emphasis on Foreign Language Immersion.

5. Governance/Administrative structure

- ***Charter accountability***

Sage plans to remain viable at renewal based on a solid management structure representing all levels of constituents and a strong leadership. In addition, Sage believes that recruitment and retention of highly qualified and committed faculty and staff is absolutely necessary for long-term sustainability. Please see Tab 5 for the governance plan.

- ***Relationship with the authorizing chartering entity***

Sage will report directly to the Idaho Public Charter School Commission.

II. Market Analysis

A. Description of the area or market/ district(s) that the school will serve

Sage will serve the Boise area, where the Idaho state capitol is located and where a vibrant community provides cultural and service opportunities. Families who live and work in Boise will have the opportunity to attend Sage.

B. Target market/student population

We plan to serve a student population interested in a school choice of global education and foreign language. These students may come from families who already speak more than one language at home or they may come from families who are looking to the future of a global world.

C. Competition - other school(s) seeking the same student population to include private, public, magnet, parochial and other charter schools

There are no other public schools that provide the IB curriculum (see Tab 2 for a discussion of the Meridian School District). A private school, Riverstone International School, provides IB elementary through high school education. As of Fall 2008, the Boise School District (BSD) has an 'international based' theme at two of its public elementary schools (Longfellow and Pierce Park). Spanish/English dual-language programs are offered for some grades at Whitney and Whittier elementary schools in BSD. BSD high schools offer Advanced Placement (AP) coursework. Both IB and AP coursework are known to be academically rigorous; however, the programs are quite distinct. The AP program offers curriculum representing college courses, allowing students to enroll in AP courses of interest. The IB program combines rigorous academic content with a focus on the development of critical thinking and global awareness; furthermore, IB offers an integrated, multiyear, cross-disciplinary program.

III. Marketing Strategy

A. Overall strategy (awareness for students and parents)

Announcements about the school and lottery procedures for application will be made beginning at least four months in advance of application deadlines in a variety of media. Our goal is to attract a sufficient pool of potential applicants that includes ethnic diversity, gender equity, and cultural balance.

B. Specific admission and recruiting plans and policies

Please see Tab 6 for specific admissions plans and policies.

IV. Management Plan

A. Form of business organization

Sage is nonprofit and is organized exclusively for charitable, educational and scientific purposes (see Articles of Incorporation Tab 1).

B. Board of Directors

Please see Tab 5.

C. Administrator(s): organization chart and responsibilities (if applicable)

Please see Tab 5. Note that the Principal and Board of Directors will determine the school calendar, schedule and hours of operation in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Principal and supplemented by other contracted services as needed. Annual programmatic operations audits and fiscal audits will be presented to the Board of Directors. The Board of Directors will serve as the liaison between Sage International and the Idaho Public Charter School Commission.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

D. Resumes of key personnel

Attached

E. Staffing plan/number of employees.

We initially plan to staff approximately 8 teachers and 1 administrator. Additional teachers and administrators will be added as need arises and finances allow.

F. Facility plan/ planned capital improvements

Please see Tabs 2 and 10.

G. Operating plan/schedule of work for next year.

Our operating plan and schedule for the next year include 1) charter approval; 2) application for charter grant; 3) advertisement of charter approval and opportunities for parents, students, and staff; 4) identifying lease facilities.

Day to Day Operations

The Principal of Sage will determine day to day operations and the Board of Directors will have oversight authority.

Budget: The budget for Sage will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education, will be presented at a public hearing in June of the year the school will open; and will be delivered to the State Department of Education as required on or before

July 15 prior to the start of the school year. Copies of the budget will be provided to the public on our school website. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long Term Budget: An initial budget with forms, 3-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. Our grant writers have already identified several potential sources of additional funding and will prepare proposals pending approval of the school by the authorizing chartering entity.

Working Capital and Assets: Sage does not expect to have working capital and assets until after the Charter is approved.

Fundraising: The Board of Directors, Principal, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

Expenditures:

Purchasing Process: The Principal will determine procedures for procuring goods and services with approval from the Board of Directors.

Payroll Processing: Sage will outsource its payroll processing as determined by the Principal with approval from the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles. Sage will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management.

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 Services

Sage International School will not offer transportation services for students for the 2010-11 school year. Sage will investigate transportation options in subsequent years. Based upon the geographic areas of student residence, transportation may be provided within a limited area.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Plan for school lunch program

Sage International will not provide any food services initially but will consider programs for a possible future date.

Resumes

See Appendix D

Tab 9: Virtual Charter School Details

DOES NOT APPLY

Tab 10: Description of Business Arrangements; Additional Information; Plan for Termination

Description of Business Arrangements and Partnerships, Including Lease Agreements

We are actively engaged in conversations with several entities regarding partnerships. We have looked at several facilities but will not be entering into a lease agreement until the charter is approved and the timing is appropriate.

Termination of the Charter

In cases of termination or non-renewal, the Board of Directors is responsible for the dissolution of the business and affairs of the school. Sage International School will fully cooperate with the Authorized Chartering Entity for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. Sage International School will accommodate student record requests from schools for up to one year after dissolution. Upon the dissolution of Sage International 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.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

| Requirement | Description | Submit To | Deadline | Notes |
|--|---|-----------|---|---|
| New Charter School Bootcamp | Attend training session with SDE; provide proof of attendance. | PCSC | May 31 | The bootcamp will generally be held in March or April. Proof of attendance is due by May 31. |
| Pre-Opening Dashboard | Complete the dashboard; include in Pre-Opening Update materials. | PCSC | May 31 | All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31. |
| Enrollment Report | Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials. | PCSC | May 31 | |
| Facilities Report | Update the Facility Template; include in Pre-Opening Update materials. | PCSC | May 31 | |
| Updated Pre-Opening Timeline | Update the Pre-Opening Timeline; include in Pre-Opening Update materials. | PCSC | May 31 | |
| School Calendar | Prepare school calendar for SDE; provide copy for PCSC. | SDE, PCSC | May 31 | |
| Charter School Advance Payment Request | | SDE | June 1 | |
| Advance Payment Request - Transportation | | SDE | June 15 | |
| Consolidated Federal and State Grant Application | If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE. | SDE | June 30 | Not applicable for schools not intending to have a Title I program |
| Budget | Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC. | SDE, PCSC | July 15 | |
| Updated 1 st Year Cash Flow | Update the 1 st 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 1 st 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.

PROPOSED PERFORMANCE CERTIFICATES

TAB 5 Page 593

Appendix D: Articles of Incorporation and Bylaws

FILED EFFECTIVE

**ARTICLES OF INCORPORATION OF
THE SAGE INTERNATIONAL SCHOOL OF BOISE, INC. 06 AUG 10 PM 3:51
A PUBLIC CHARTER SCHOOL, INC.**

SECRETARY OF STATE
STATE OF IDAHO

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

Article One

The name of the corporation shall be: The Sage International School of Boise, A Public Charter School, Inc.

Article Two

The place in this state where the principal office of the Corporation is to be located is the City of Boise, Ada County.

Article Three

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. Consistent with the foregoing, the corporation may exercise all powers which a corporation organized under the laws of the Idaho Business Corporation Act, as may be amended, may be authorized to exercise. The specific purpose for which this corporation is organized is the operation of a public charter school.

Article Four

The street address of the registered office is: 5363 North Mendelson Avenue, Meridian, Idaho, 83642; and the registered agent at such address is:
Kimberly Carter-Cram.

Article Five

The name(s) and address(es) of the current Directors are:

Kimberly Carter-Cram
5363 North Mendelson Ave.
Meridian, Idaho, 83642

Michael Cram
5363 North Mendelson Ave.
Meridian, Idaho, 83642

IDAHO SECRETARY OF STATE
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1 @ 28.00 = 28.00 NON EXPEDI # 3

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Gail Zerrade
5275 N. Maidstone Way
Boise, ID 83713

Nancy Glenn
2515 Heights Dr.
Boise, ID 83702

Bill Carter
1331 East Monterey Dr.
Boise, Idaho 83706

Article Six

The mailing address of the corporation shall be: 5363 North Mendelson Ave., Meridian, Idaho, 83642

Article Seven

The corporation does have voting members.

Article Eight

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article Nine

The corporation shall have the authority to issue up to one hundred (100) shares of capital stock and membership in the corporation shall be governed by the Bylaws.

Article Ten

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to any organization or organizations as shall qualify as an exempt organization under Section 501 (c) et seq. of the Internal Revenue Code, as amended, as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior

Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing in the District will immediately be transferred to the District.

Article Eleven

The fiscal year of the corporation shall be July 1 – June 30.

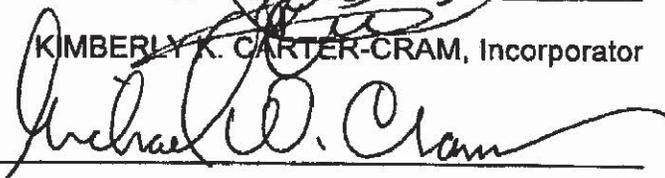
Article Twelve

The duration of the corporation will be perpetual.

DATED this 1st day of July, 2006.



KIMBERLY K. CARTER-CRAM, Incorporator



MICHAEL W. CRAM, Incorporator

ARTICLES OF AMMENDMENT (Non-Profit)

To the Secretary of State of the State of Idaho:

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is: **The Sage International School of Boise, a Public Charter School, Inc.**
2. The text of each amendment is as follows:

Article Five amended to read:

The names and addresses of the current Directors are:

| | | |
|--|---|--|
| Kimberly Carter-Cram 5363 N. Mendelson Ave. Meridian, ID 83646 | Michael Cram 5363 N. Mendelson Ave. Meridian, ID 83646 | Nancy Glenn 2515 Heights Dr. Boise, ID 83702 |
| Donald Keller 2515 Heights Dr. Boise, ID 83702 | William Carter 1112 W. Main St., Suite #302 Boise, ID 83702 | |

Article Ten amended to read:

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing attending the Sage International School of Boise will immediately be transferred to the Idaho Public Charter School Commission.

3. The date of adoption of the amendments was: January 22, 2009.
4. The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Four members were entitled to vote. Four members voted for each amendment and no members voted against each amendment.

Dated: 22 Jan. 2009

Signature: _____

Typed Name: ~~Kimberly Carter-Cram~~

Capacity: Director

File Number: _____

STATEMENT OF CHANGE OF BUSINESS MAILING ADDRESS

(see reverse for instructions)

The entity identified below submits to the Secretary of State the following statement for the purpose of changing its business mailing address.

1. The name of the business entity is: The Sage International School of Boise, a Public Charter, Inc.

2. The business mailing address is currently on file as:

5363 N. Mendelson Ave, Meridian, ID 83646

3. The business mailing address is to be changed to:

2515 Heights Drive, Boise, ID 83702

4. Change of address is effective:

Upon Receipt OR _____
(Date)

Signed: _____

Printed Name: Kimberly Carter-Cram

Capacity: Director

Dated: 22 Jun 2009



**STATEMENT OF CHANGE OF REGISTERED OFFICE
OR REGISTERED AGENT, OR BOTH**
(See reverse for instructions)

File #: _____

The undersigned entity submits the following statement for the purpose of changing its registered office or its registered agent, or both, in the State of Idaho.

1. The name of the entity is:
The Sage International School of Boise, a Public Charter School, Inc.

2. The street address of its present registered office is:
5363 N. Mendelson Ave, Meridian, ID 83646

3. The new street address in Idaho (not a P.O. box or PMB) to which its registered office is to be changed is:
2515 Heights Drive, Boise, ID 83702

4. The name of its old registered agent is: Kimberly Carter-Cram

5. The name of its new registered agent is: Nancy Glenn

Dated: 22 Jan 2009

Signed: _____

Printed: Kimberly Carter-Cram

Capacity: Director / Registered Agent

I consent to serve as registered agent for the above-named entity.

Nancy Glenn
(Signature of new registered agent)

FILE ONE COPY

NO FEE REQUIRED

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Rev 08/2008

FILED EFFECTIVE

ARTICLES OF AMMENDMENT Two (2) (Non-Profit)

2009 JUL 30 AM 10: 29

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho:

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is: The Sage International School of Boise, a Public Charter School, Inc.
2. The text of each amendment is as follows:

Article Three amended to read:

The corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. The specific purpose for which this corporation is organized is the operation of a public charter school.

Article Five amended to read:

The names and addresses of the current Directors are:

William Carter
1112 W. Main St., Suite
302
Boise, ID 83702

Kimberly Carter-Cram
5363 N. Mendelson Ave
Meridian, ID 83646

Michael Cram
5363 N. Mendelson Ave
Meridian, ID 83646

Nancy Glenn
2515 Heights Dr.
Boise, ID 83702

Evelyn Johnson
4790 E. Arrow Junction Dr
Boise, ID 83716

Article Nine:

Remove Article Nine in its entirety

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Article Ten amended to read:

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students attending the Sage International School of Boise will be transferred to the students' school district of residence.

The date of adoption of the amendments was: July 29, 2009.

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Five members were entitled to vote. Five members voted for each amendment and no members voted against each amendment.

Dated: July 29, 2009

Signature:

Typed Name: Kimberly Carter-Cram

Capacity: President

BYLAWS

Sage International School of Boise, Inc. An Idaho Nonprofit Corporation and Public Charter School

ARTICLE I OFFICES

Section 1.1 Offices

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

ARTICLE 2 PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding 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 found in the Idaho Code.

Section 3.2 Founders and Admission Preference

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

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors in Initial Year of Operation

(a) During the initial year of operation (2010/11 school year), the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then-current Board in accordance with these bylaws.

(b) No more than six (6) Directors may be a parent with one or more children attending the Public Charter School.

Section 4.4 Term

(a) Directors shall be elected or appointed to three (3) year terms of office.

(b) Each Director shall serve until their three (3) year term office is completed or until the Director resigns or is removed in accordance with these bylaws.

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 and Election of Directors

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, is removed, completes their three (3) year term of service, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Section 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any 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. The Board shall hold a public meeting within ten (10) school attendance 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 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 shall be filled by a majority vote of the remaining Directors. Each Director so elected shall hold office for a three (3) year term.

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

Section 4.7 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Sage International School of Boise, a Public Charter School, Inc. according to the best of my ability.

Section 4.8 Compensation of Directors

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

Section 4.9 Employees

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

Section 4.10 Voting

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

Section 4.11 Quorum

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

Section 4.12 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.13 Committees

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

Section 4.14 Validity of Instruments

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

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of 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 transaction of business as may properly come before the meeting, shall be held each year on the third Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock p.m.

Section 5.3 Regular Meetings

Regular meetings of the Directors of the Corporation will be scheduled for the third Monday of each month. With proper notice, the Chairman may schedule regular meeting(s) for an alternate date to avoid holding meetings on Holidays, to ensure the availability of a quorum of Directors, or for other valid cause.

Section 5.3 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.4 Meetings Open to the Public

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

Section 5.5 Telecommunications Devices at Meetings

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

Section 5.6 Meeting Agendas

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting; however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other

corporate business. Anyone associated with the Sage International School of Boise may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance.

A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.7 Notice of Meeting

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

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

Section 5.8 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name.

Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.9 Executive Sessions

“Executive session” means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the Chairman, acting Chairman or Vice Chairman of the Board of the Corporation must move for holding of an executive session; 2) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.9 Consent Agenda

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

Section 5.10 Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. Robert’s Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

Section 5.11 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

**ARTICLE 6
OFFICERS AND DUTIES**

Section 6.1 Officers

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by the Board and serve at the pleasure of the Board for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

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

Section 6.3 Vice Chairman

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

Section 6.4 Secretary

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

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

Section 6.5 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 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, for cause, by a majority vote of the Directors then in office.

Section 6.7 Vacancies

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

ARTICLE 7 CHARTER SCHOOL POLICY

Section 7.1 Adoption and Amendment of Policies

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent to contact other experts to have potential Board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading. Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

Section 7.2 Administration in Absence of Policy

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent shall have the power to act.

His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

Section 7.3 Suspension of Policies

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

Section 7.4 Policy Manuals

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

Section 7.5 Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

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

ARTICLE 8

PUBLIC RECORDS REQUESTS

Section 8.1 Records Available to Public

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

Section 8.2 Written Records Request Required

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

Section 8.3 Copying Fee Schedule

The copying fee schedule of the Charter School is as follows:

- a) Copies of public records —10¢ per page and any media such as CDs, DVDs or over-sized items at cost;

b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if:

(1) The request is for more than 100 pages of records;

(2) The request includes non-public information that must be redacted from the public records; and/or

(3) The labor associated with locating and copying the records exceeds two (2) hours. The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: (i) the inability to pay; or (ii) that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

Section 8.3 Response to Request for Examination of Public Records

The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request.

If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entity's request to examine or copy records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

Section 8.4 Other Provisions of the Public Writings Law

Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 9, Chapter 3 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 9 CONFLICTS OF INTEREST

Section 9.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

Section 9.2 Contracts Involving a Person Related to a Director within the Second Degree

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

Section 9.3 Contracts Involving the Spouse of a Director

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

Section 9.4 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree

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

**ARTICLE 10
FISCAL AFFAIRS**

Section 10.1 Fiscal Year

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

**ARTICLE 11
NOTICES**

Section 11.1 Manner of Giving Notice

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

Section 11.2 Waiver

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

**ARTICLE 12
DISSOLUTION**

Section 12.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 13
AMENDMENTS**

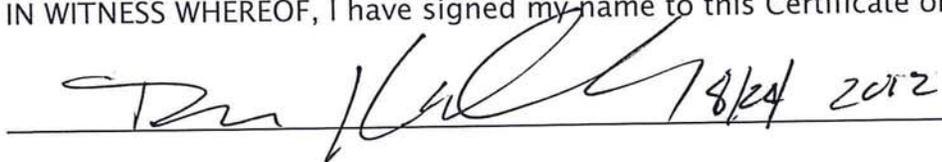
Section 13.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until 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 Sage International School of Boise, 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

 8/24 2012 (date).

Appendix E: Board Roster

Sage International School of Boise, Inc.
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------------|---------------|---------------------------------|--|--------------|
| Suzanne Metzgar | Chair | 08/2011 - 08/2014 | Suzanne@sageinternationalschool.org | 208-371-0124 |
| Bryan Moore | Vice Chair | 03/2012 - 03/2015 | BMoore@WaTrust.com | 208-830-0257 |
| Stephanie Wicks Pooser | Secretary | 09/2012 - 09/2015 | swickspooser@gmail.com | 208-863-1476 |
| Robert Shappee | Treasurer | 10/2013 - 10/2016 | robertshappee@harriscpas.com | 208-333-8965 |
| Chris Marshall | Member | 09/2013 - 09/2016 | Chris.marshall@eccogroup.com | 208-395-8095 |

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Sage International School of Boise Year Opened: 2010 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

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

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 must 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

| | | Result (Stars) | Points Possible | Points Earned | |
|-----------------------------------|---|----------------|-----------------|---------------|--|
| Measure 1a Overall Star Rating | Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System | 5 | 25 | 0.00 | |
| | | 4 | 20 | | |
| | | 3 | 15 | | |
| | | 2 | 0 | | |
| | | 1 | 0 | | |
| Notes | | | | | |

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

| | | Result | Points Possible | Points Earned | |
|----------------------------------|---|----------|-----------------|---------------|--|
| Measure 1b State Designations | Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school. | Reward | 25 | 0.00 | |
| | | None | 15 | | |
| | | Focus | 0 | | |
| | | Priority | 0 | | |
| | | | | | |
| Notes | | | | | |

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|--|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2a ISAT / SBA % Proficiency Reading | Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | Exceeds Standard: At least 85% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | Meets Standard: Between 70-84% of students are making adequate academic growth. | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| | | | | | | | |
| Measure 3e Norm-Referenced Growth in Math | Are students making expected annual academic growth in math compared to their academic peers? | | | | | | |
| | Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| | | | | | | | |
| Measure 3f Norm-Referenced Growth in Language | Are students making expected annual academic growth in language compared to their academic peers? | | | | | | |
| | Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| | | | | | | | |
| Measure 3g Subgroup Growth Combined Subjects | Is the school increasing subgroup academic performance over time? | | | | | | |
| | Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | 0.00 | | | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4c Graduation Rate Notes | 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 |

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|---|---------------|------------------------|----------------------|
| Measure 1 | Is the school helping young students reach proficiency in reading? | Result | Points Possible | Points Earned |
| | Exceeds Standard: More than 94% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI). | | 300 | |
| | Meets Standard: 80%-94% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI). | | 240 | |
| | Does Not Meet Standard: 50%-79% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI). | | 120 | |
| | Falls Far Below Standard: Less than 50% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI). | | 0 | |
| | | | | <u>0.00</u> |
| Notes | Results will be reported to the PCSC by October 1 of each year. | | | |
| MISSION-SPECIFIC GOALS | | | | |
| Measure 2 | Is the school successfully encouraging 12th grade IB diploma candidate students to participate in IB examinations? | Result | Points Possible | Points Earned |
| | Exceeds Standard: More than 50% of 12th grade IB diploma candidate students participated in at least 3 final exams. | | 200 | |
| | Meets Standard: 40%-50% of 12th grade IB diploma candidate students participated in at least 3 final exams. | | 160 | |
| | Does Not Meet Standard: 30%-40% of 12th grade IB diploma candidate students participated in at least 3 final exams. | | 80 | |
| | Falls Far Below Standard: Less than 30% of 12th grade IB diploma candidate students participated in at least 3 final exams. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year. | | | |

| Measure 3 | Is the school supporting high school students through the successful completion of IB diplomas? | Result | Points Possible | Points Earned |
|--------------|---|--------|--|--------------------------|
| | <p>Exceeds Standard: More than 30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p>Meets Standard: 20%-30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p>Does Not Meet Standard: 10%-20% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p>Falls Far Below Standard: Less than 10% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> | | <p>200</p> <p>160</p> <p>80</p> <p>0</p> | <hr/> <p>0.00</p> |
| Notes | <p>No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year.</p> | | | |

| 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? | | | |
| | <p>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.</p> <p>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.</p> | | 25 0 | <hr/> 0.00 |
| Notes | | | | |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 25 15 0 | <hr/> 0.00 |
| Notes | | | | |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 25 15 0 | <hr/> 0.00 |
| Notes | | | | |

| | | Result | Points Possible | Points Earned |
|---|--|--------|-----------------|---------------|
| Measure 1d English Language Learners | Is the school protecting the rights of English Language Learner (ELL) students? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. | | 25 | |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |
| 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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |

| 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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 | |
| Notes | | | | 0.00 |
| | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| | | | | |
|---|---|---------------|----------------------------|----------------------|
| 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 | |
| Notes | | | | <hr/> 0.00 |
| 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 | |
| Notes | | | | <hr/> 0.00 |
| 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 | |
| Notes | | | | <hr/> 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 occupancy 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 |
| 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 |
| 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? | | | |
| | <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 25 | |
| Notes | | | 0 | 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | 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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> 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. Falls Far Below Standard: Current ratio is less than or equal to 0.9. | | | | 50 10 0 | <u>0.00</u> |
| Notes | | | | | |
| 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. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> 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. Falls Far Below Standard: Fewer than 15 Days Cash. | | | | 50 10 0 | <u>0.00</u> |
| Notes | | | | | |
| 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. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year. | | | | 50 30 0 | <u>0.00</u> |
| Notes | | | | | |
| Measure 1d Default Default Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments. 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. | | | | 50 0 | <u>0.00</u> |
| Notes | | | | | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--------|-----------------|---------------|--|----|--|--|----|--|--|----|------|--|---|------|--|--|------|
| <p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p> | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 10 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2b Debt to Asset Ratio</p> | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 30 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2c Cash Flow</p> | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | | 30 | | | 0 | | | | 0.00 |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2d Debt Service Coverage Ratio</p> | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 0 | | | | 0.00 | | | | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

SAGE INTERNATIONAL SCHOOL OF BOISE --- 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 | 60% | |
| 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 |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Early reading (IRI) | 1 | | | | 300 | 17% | 0.00 |
| IB Exam Participation | 2 | | | | 200 | 11% | 0.00 |
| IB Diploma Completion | 3 | | | | 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% |

SAGE INTERNATIONAL SCHOOL OF BOISE --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|-----------------------------|-----------------------------|-------------|-----------------------------|------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% | of points possible | 90% - 100% | of points possible | 85% - 100% | of points possible |
| <p>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.</p> | 55% - 74% | of points possible | 80% - 89% | of points possible | 65% - 84% | of points possible |
| <p>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.</p> | 31% - 54% | of points possible | 61% - 79% | of points possible | 46% - 64% | of points possible |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 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 be 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

Sage International School of Boise
April 17, 2014

Sage International School of Boise will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol

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:

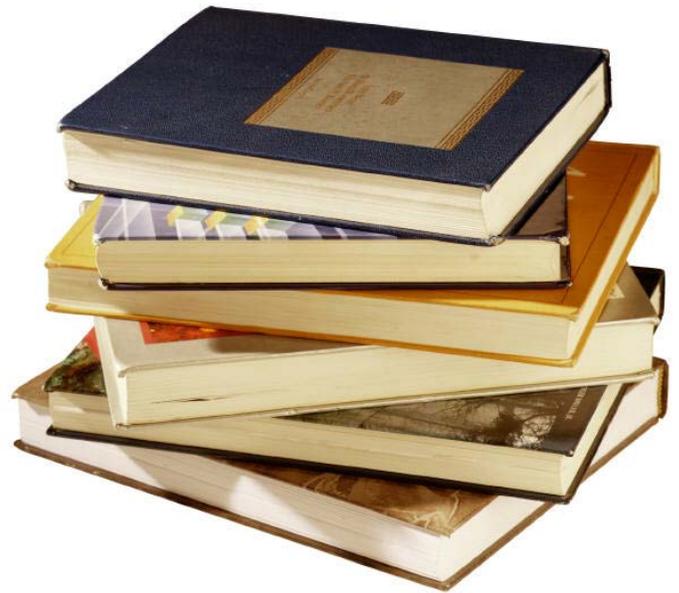
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

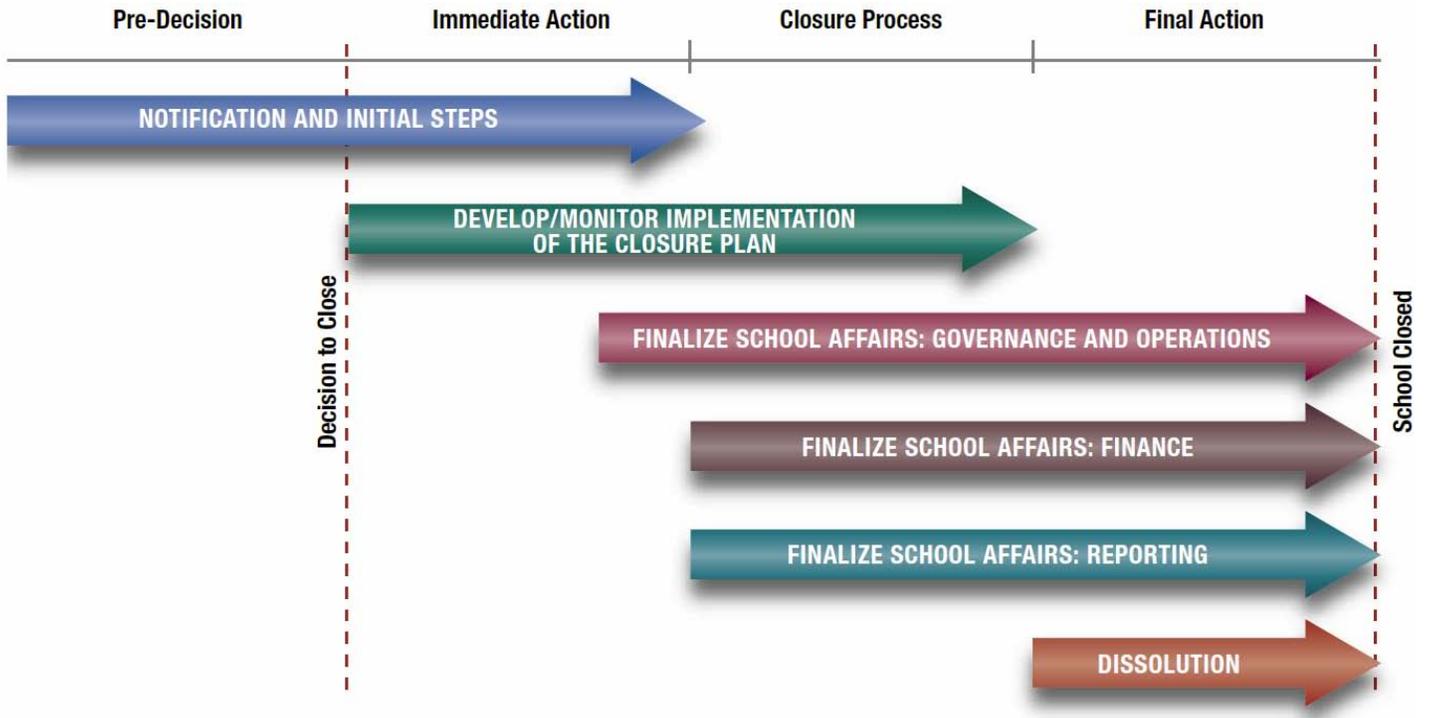
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 | | | |

| | | | | |
|--|-------------------------|--|--|--|
| <p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. | <p>School, PCSC</p> | | | |
|--|-------------------------|--|--|--|

Develop/Monitor Implementation of the Closure Plan

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Prepare and Submit End-of-Year Reports</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Prepare Final Report Cards and Student Records Notice</p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p> | School | | | |
| <p>Prepare and Submit Final ISEE Report</p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p> | School, SDE | | | |
| <p>Prepare and Submit Final Budget and Financial Reporting</p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p> | School, SDE | | | |
| <p>Prepare and Submit All Other Required State and Federal Reports</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Prepare and Submit Final Closure Report to the PCSC</p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Xavier 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 November 30, 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 **April 17, 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: Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.
- B. Grades Served.** The School may serve students in kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Xavier Charter Schools have deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier’s classical education approach:

- a. leads young people to understand themselves and the world around them.
- b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.
- c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.

- Xavier Charter Schools provides a political education worthy of this nation’s founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.

- Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier’s study of the Arts includes visual art, aural art, kinetic art, and written art.

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 810 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten: 24 students per classroom, 2 classes per grade

1st grade – 3rd grade: 28 students per classroom, 2 classes per grade

4th grade – 6th grade: 33 students per classroom, 2 classes per grade

7th grade – 12th grade: 66 students per grade

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 1218 N. College Road W., Twin Falls, ID 83301. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School’s primary attendance area is as follows: Twin Falls School District #411

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 **April 17, 2014**.

Chairman, Idaho Public Charter School Commission

Chairman, **Xavier 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

Xavier Charter School, Inc.
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Xavier Charter School, Inc.

XAVIER CHARTER SCHOOL
Petition for a Charter for School Year Starting 2007-2008
Within the Twin Falls School District #411

Submitted To:

Idaho Public Charter School Commission

November 30, 2006
Revised March 6, 2008
Revised July 25, 2011
Revised September 25, 2012

Xavier Charter School
1218 N College Rd W
Twin Falls, Id 83301

Contact Person:
Thad Biggers
1218 N College Rd W
Twin Falls, Id. 83301
208-734-3947

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**TAB 1: ARTICLES OF INCORPORATION, BYLAWS,
SIGNATURES AND MISSION STATEMENT**

Amended Articles of Incorporation

AMENDED ARTICLES OF INCORPORATION

OF

XAVIER CHARTER SCHOOL, INC.

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I
NAME**

The name of this corporation is XAVIER CHARTER SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III
ADDRESS**

The principal office of the Corporation is located at 3533 N. 3000 E., Twin Falls, ID 83301.

**ARTICLE IV
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of this Corporation shall be to provide additional educational methods and opportunities to the community pursuant to Idaho Code §33-5201 et seq. To accomplish this end the corporation shall have the power to:

Tab 1: Articles of Incorporation, Signatures and Mission Statement

(a) Exercise all of the powers and privileges and to perform all of the duties and obligations of the Corporation as set forth in that certain By-Laws of the Xavier Charter School, Inc.

(b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation;

(c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation;

(d) Participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and

(e) Have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-Profit Corporation Laws of the State of Idaho by law may now or hereafter have or exercise.

**ARTICLE VI
VOTING RIGHTS**

The Corporation shall have one membership class. Each member shall be entitled to cast one vote or fractional vote as set forth by their membership interest shall be exercised as they among themselves determine, but in no event shall more than one vote be cast with respect to any member. Voting by proxy shall be permitted, provided, proxies shall not be valid for a period in excess of eleven (11) months from their date of execution and shall automatically terminate if the grantor of the proxy ceases to be a member of the Corporation.

**ARTICLE VII
BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors, at meetings duly held pursuant to the By-Laws and at which a quorum is present in person. A quorum shall consist of a majority of the Directors present in person. The Board, by majority vote, may remove an officer of the Corporation.

At the first regular meeting the members shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

AMENDED ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 2

**ARTICLE VIII
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, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

**ARTICLE IX
INCORPORATORS**

The name and address of the incorporators are as follows:

DEBBIE JACKSON
161 5th Ave South Suite #101
Twin Falls, ID 83301

**ARTICLE X
REGISTERED AGENT**

REBECCA BAIRD is hereby appointed the initial registered agent of this Corporation.

**ARTICLE XI
DIRECTORS**

The names and addresses of the initial directors are:

REBECCA BAIRD
3533 N. 3000 E.
Twin Falls, ID 83301

DEBBIE JACKSON
161 5th Ave South Suite #101
Twin Falls, ID 83301

PATRICK BROWN
104 Lincoln
Twin Falls, ID 93301

AMENDED ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 3

**ARTICLE XII
LIMITATION**

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Members, or Officers, but the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V (Purposes) hereof.

**ARTICLE XIII
OFFICERS**

The Officers of the Corporation shall consist of a Chairman, Vice Chairman Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the Board of Directors (and may be removed by the Board of Directors) at such time and in such manner as may be prescribed by the By-Laws.

**ARTICLE XIV
AMENDMENT**

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those members casting two-thirds (2/3) of the votes of the Corporation membership at any regular member's meeting called specifically for that purpose.

**ARTICLE XV
INDEMNIFICATION**

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of Idaho.

**ARTICLE XVI
BY-LAWS**

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors.

The Power to adopt, alter, amend and repeal the By-Laws shall be vested in the

Tab 1: Articles of Incorporation, Signatures and Mission Statement

Board of Directors, but all alternatives, amendments and repeals of the By-Laws must be approved by a majority of the Voting Members.

IN WITNESS WHEREOF the undersigned have signed these Articles of Incorporation on this 9th day of NOVEMBER, 2006.

Rebecca Baird
Incorporator

[Signature]
Incorporator

Debbie Jackson
Incorporator

STATE OF IDAHO)
County of Twin Falls) ss.

On this 9th day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared REBECCA BAIRD, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



[Signature]
NOTARY PUBLIC
Residing at: Twin Falls, ID
My Commission Expires: 8-16-2011

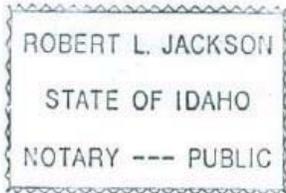
AMENDED ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 5

Tab 1: Articles of Incorporation, Signatures and Mission Statement

STATE OF IDAHO)
) ss.
County of Twin Falls)

On this 9th day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared DEBBIE JACKSON, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



Robert L. Jackson
NOTARY PUBLIC
Residing at: Twin Falls
My Commission Expires: 5-14-11

STATE OF IDAHO)
) ss.
County of Twin Falls)

On this 9th day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared PATRICK BROWN, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



V. Lane Jacobson
NOTARY PUBLIC
Residing at: Twin Falls, ID
My Commission Expires: 10/29/07

AMENDED ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 6

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as Registered Agent of XAVIER CHARTER SCHOOL, INC. which is contained in the foregoing Articles of Incorporation.

Dated this 9 day of November, 2006.

Rebecca Baird
Registered Agent

AMENDED ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 7

FILED EFFECTIVE

ARTICLES OF AMENDMENT TO
ARTICLES OF INCORPORATION
OF
XAVIER CHARTER SCHOOL, INC.

05 DEC 12 PM 2: 29

SECRETARY OF STATE
STATE OF IDAHO

Pursuant to the provisions of Section 30-~~7~~³-58, 59, 60 and 61 of the Idaho Business Corporation Act, the undersigned corporation adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation as created by the issuance of a Certificate of Incorporation dated the 14th day of November, 2006, is XAVIER CHARTER SCHOOL, INC.

SECOND: The following amendments of the Articles of Incorporation were adopted by the Board of Directors of the corporation on the 30th day of November, 2006, in the manner prescribed by the Idaho Business Corporation Act.

ARTICLE VI: VOTING RIGHTS has been completely removed from the original document.

ARTICLE VII: BOARD OF DIRECTORS has been restated as follows:

The Corporation shall have no members and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board.

At the first regular meeting the board shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

THIRD: All of the Directors voted in favor of the amendments.

ARTICLES OF AMENDMENT - Page 1

IDAHO SECRETARY OF STATE
12/12/2006 05:00
CK: 8188 CT: 138316 BH: 1819146
1 @ 30.00 = 30.00 NON PROF A # 2
1 @ 20.00 = 20.00 NON EXPEDI # 3

C167310

Tab 1: Articles of Incorporation, Signatures and Mission Statement

DATED this 22nd day of July, 2006.

By: [Signature]
Secretary

By: [Signature]
Patrick D. Brown, Director

STATE OF IDAHO)
County of Twin Falls) ss.

MERRIE JACKSON, being first duly sworn upon oath, deposes and says as follows:

That he/she is the Secretary and Director in the above-entitled corporation, that he/she has read the above and foregoing Articles of Amendment to Articles of Incorporation and knows the contents thereof; and that the facts therein stated are true as he/she verily believes.

[Signature]
Secretary

SUBSCRIBED and SWORN to before me this 20th day of June, 2006.



[Signature]
NOTARY PUBLIC FOR IDAHO
Residing at: Twin Falls, ID
My Commission Expires: 5-15-08

**ARTICLES OF INCORPORATION
OF**

FILED EFFECTIVE

XAVIER CHARTER SCHOOL, INC.

JUN -9 PM 2:02

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I
NAME**

The name of this corporation is XAVIER CHARTER SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III
ADDRESS**

The principal office of the Corporation is located at 3533 N. 3000 E., Twin Falls, ID 83301.

**ARTICLE IV
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of this Corporation shall be to provide additional educational methods and opportunities to the community pursuant to Idaho Code §33-5201 et seq. To accomplish this end the corporation shall have the power to:

ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 1

IDAH0 SECRETARY OF STATE
06/09/2006 05:00
CK: 7616 DT: 138316 BH: 959255
1 @ 30.00 = 30.00 INC NONP # 2
1 @ 20.00 = 20.00 EXPEDITE C # 3

C1167310

BYLAWS OF XAVIER CHARTER SCHOOL, INC

ARTICLE 1: Offices

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Twin Falls, 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 Twin Falls, State of Idaho.

ARTICLE 2: Purpose

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax. Notwithstanding 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 and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members or approval of the members shall require only approval of the Board of Directors. 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 "member" 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 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. At no time shall there be more than two non-stakeholders on the Board. The function of the Board is described but not limited to policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall 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. (Idaho Code Section 33-5201)

Section 4.3 Election/Appointment of Directors

- (a) One Director may be appointed by a majority vote of the Board; such appointment is not mandatory and shall be done at the discretion of the Board and only after a determination by the Board that: (i) the appointed Director adds specific experience, education, or expertise to the Board where such is lacking; and (ii) such appointment is in the best interest of the Board. All remaining Directors shall be elected in accordance with the provisions of Section 4.3(eb).
- (b) Director elections will follow the process outlined below:
 - i. All applicants will be required to fill out a questionnaire.
 - ii. All applicants will be required to go through a screening process, overseen by a committee that is appointed by the Charter School Board of Directors. The committee shall consist of 2 staff members, a member of the Parent Faculty Association (PFA) Executive Committee and 2 members of the Board of Directors. Each respective organization will select their representative(s).
 - 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: parents of a child attending Xavier Charter School; staff members or employees of Xavier Charter School; Xavier Charter School board members and founders of the Charter School that signed the charter petition.

Tab 1: Articles of Incorporation, Signatures and Mission Statement

- vi. Xavier Charter School Board of Directors has final authority over all ballots.
- vii. The time, date and location of all elections will be advertised by Xavier Charter School using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

Voting on board member elections can be done in person or via absentee ballot.

Section 4.4 Terms

- (a) Directors shall be elected or appointed to a three (3) year term of office. The terms for each seat shall be as follows:
 - a. Seat 1: The term shall begin in 2011 and expire in 2012, and every three (3) years thereafter.
 - b. Seat 2: The term shall begin in 2011 and expire in 2012, and every three (3) years thereafter.
 - c. Seat 3: The term shall begin in 2010 and expire in 2013, and every three (3) years thereafter.
 - d. Seat 4: The term shall begin in 2011 and expire in 2014, and every three (3) years thereafter.
 - e. Seat 5: The term shall begin in 2011 and expire in 2014, and every three (3) years thereafter.
- (b) Each Director shall serve until the stakeholders duly elect his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-9 of the Idaho Nonprofit 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. The effective date of resignation shall be no more than ninety (90) days from the date of written notice of resignation. A Director may be removed without cause by a majority vote of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit 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.

Tab 1: Articles of Incorporation, Signatures and Mission Statement

- (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. The Board shall hold a public meeting within ten (10) school attendance 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 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 appointment by a majority vote of the remaining Directors, although less than a quorum. Each Director so appointed shall hold office for the remainder of the term of the seat.
- (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 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.

Section 4.12 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each Committee shall have one or more Directors, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Directors then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not: 1) authorize distributions; 2.) pledge or transfer assets; 3.) elect, appoint or remove directors; and 4.) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board.

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 Twin Falls, 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 the 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 ratification of election results for newly elected-Directors to succeed those whose terms expire, for election of Officers for the upcoming fiscal year and for the transaction of other business as may properly come before the meetings, shall be held each year during the first full day of June, at the principal office of the Corporation in the County of Twin Falls, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at the first meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Regular Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory. However, the schedule for the regular meetings for the year will be determined by the Directors during the Annual Meeting

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.45 Notice of Meetings

Notice of the time and place of the annual meeting of the Directors or any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted in a prominent place at Xavier Charter School and on the Xavier Charter School website in accordance with the Idaho Open Meeting Law.

Section 5.6 Telecommunications devices at Meetings

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

Section 5.7 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6: Officers and Duties

Section 6.1 Officers

The Officers of the Corporation shall be 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 when their respective successor shall be elected. Individual officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

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

Tab 1: Articles of Incorporation, Signatures and Mission Statement

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

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

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority vote 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 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.

IN WITNESS WHEREOF, these Bylaws were approved and adopted by Xavier Charter School's Board of Directors on 9/25/2012.



Deborah Burr, Chair
Xavier Charter School Board of Directors

Signatures and proof of qualification of qualified electors of the attendance area

Original copies of signature certifications on file – copies are included here after each document.

TWIN FALLS COUNTY
ELECTIONS

LARRY HAYCOCK
Election Director,
Deputy Clerk
Fax: 208-736-4182

DEPARTMENT
PO Box 126
Twin Falls, Id, 83303

KRISTINA GLASCOCK
County Clerk,
Auditor, Recorder
Telephone: 208-736-4004

STATE OF IDAHO,
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that:

Twelve (12) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock
County Clerk

Signed: [Signature]
Deputy Clerk

(Seal of Office)

(12)

Petition to Establish a NEW Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School School District Where New Charter School will be Physically Located | Name of Proposed New Charter School School District Where New Charter School will be Physically Located | City | Telephone | Date |
|---|---|-------------|-----------|--------|
| 1 Rebecca Baird | Rebecca Baird | Twin Falls | 734-7132 | 6-1-06 |
| 2 Robert Baird | Robert Baird | Twin Falls | 734-7132 | 6-1-06 |
| 3 Andy Luster-Cliff | Andy Luster-Cliff | Twin Falls | 734-5372 | 6-2-06 |
| 4 RABBY CLIFF | Rabby Cliff | Twin Falls | 734-5372 | 6-2-06 |
| 5 Emoneine K Litke | Emoneine K Litke | Twin Falls | 733-6709 | 6-2-06 |
| 6 Donna L. Keay | Donna L. Keay | Idaho Falls | 425-5116 | 6-3-06 |
| 7 Leslie Lassin | Leslie Lassin | Idaho Falls | 785-1010 | 6-3-06 |
| 8 Corinn W. Under | Corinn W. Under | Twin Falls | 734-2481 | 6-3-06 |
| 9 Carol Todd | Carol Todd | Twin Falls | 734-2481 | 6-3-06 |
| 10 Gabe L. Clavin | Gabe L. Clavin | Twin Falls | 734-2481 | 6-3-06 |
| 11 Gertie L. Spawer | Gertie L. Spawer | Twin Falls | 734-2481 | 6-3-06 |
| 12 Stephanie Moore | Stephanie Moore | Twin Falls | 734-2481 | 6-3-06 |
| 13 Twin Falls | Twin Falls | Twin Falls | 734-2481 | 6-3-06 |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |

I am currently a qualified elector in the above-named school district.

I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.

Xavier Charter School
Twin Falls School District

| Elector's Printed Name | Elector's Signature | Street Address | City | Telephone | Date |
|------------------------|--------------------------|-------------------|-------------|-----------|--------|
| 1 Rebecca Baird | <i>Rebecca Baird</i> | 3533 N 3000 E | Twin Falls | 734-7132 | 6-1-06 |
| 2 Robert Baird | <i>Robert Baird</i> | 3533 N 3000 E | Twin Falls | 734-7132 | 6-1-06 |
| 3 Andy Luster-Cliff | <i>Andy Luster-Cliff</i> | 755 Washington N | Twin Falls | 734-5372 | 6-2-06 |
| 4 RABBY CLIFF | <i>Rabby Cliff</i> | 755 Washington N | Twin Falls | 734-5372 | 6-2-06 |
| 5 Emoneine K Litke | <i>Emoneine K Litke</i> | 1889 Galena Drive | Twin Falls | 733-6709 | 6-2-06 |
| 6 Donna L. Keay | <i>Donna L. Keay</i> | 2229 W 5th Street | Idaho Falls | 425-5116 | 6-3-06 |
| 7 Leslie Lassin | <i>Leslie Lassin</i> | 6027 Phinney Ave | Idaho Falls | 785-1010 | 6-3-06 |
| 8 Corinn W. Under | <i>Corinn W. Under</i> | 3085 N Main Ave | Twin Falls | 734-2481 | 6-3-06 |
| 9 Carol Todd | <i>Carol Todd</i> | 3015 4th Street E | Twin Falls | 734-2481 | 6-3-06 |
| 10 Gabe L. Clavin | <i>Gabe L. Clavin</i> | 305 Broad Street | Twin Falls | 734-2481 | 6-3-06 |
| 11 Gertie L. Spawer | <i>Gertie L. Spawer</i> | 837 5th Dr | Twin Falls | 734-2481 | 6-3-06 |
| 12 Stephanie Moore | <i>Stephanie Moore</i> | 330 E Spruce | Twin Falls | 734-2481 | 6-3-06 |
| 13 Twin Falls | <i>Twin Falls</i> | 3510 E Spruce | Twin Falls | 734-2481 | 6-3-06 |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |

Wife of Gabe L. Clavin
17 Robert Luster-Cliff

3533 N 3000 E
Twin Falls ID 83421

Page 1 of 2
333 Terrace Dr Twin Falls 83421 734-7132 6-1-06

Tab 1: Articles of Incorporation, Signatures and Mission Statement

TWIN FALLS COUNTY
ELECTIONS

LARRY HAYCOCK
Election Director,
Deputy Clerk
Fax: 208-736-4182

DEPARTMENT
PO Box 126
Twin Falls, Id. 83303

KRISTINA GLASCOCK
County Clerk,
Auditor, Recorder
Telephone: 208-736-4004

STATE OF IDAHO,
at
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that:

Thirteen (13) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock
County Clerk

Signed: [Signature]
Deputy Clerk

(Seal of Office)

15
 Petition to Establish a NEW Idaho Public Charter School
 This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School School District Where New Charter School will be Physically Located | | Xavier Charter School Twin Falls School District | | | |
|--|----------------------|---|------------|-----------|----------|
| * I am currently a qualified elector in the above-named school district. * I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. | | | | | |
| Elector's Printed Name | Elector's Signature | Street Address | City | Telephone | Date |
| 16 Tracy Sauer | <i>Tracy Sauer</i> | 425 S. 2nd St. #126 | Twin Falls | 432-3143 | 6/7/06 |
| 17 Heidi Langley | <i>Heidi Langley</i> | 1645 E. Main St. #137 | Twin Falls | 253-0828 | 6/7/06 |
| 18 Sharon Sauer | <i>Sharon Sauer</i> | 3007 Park Ave E. | Twin Falls | 234-0246 | 6-7-06 |
| 19 Glenn Damber | <i>Glenn Damber</i> | 3015 E. 3rd St. #153 | Twin Falls | 233-2310 | 06-07-06 |
| 20 Scott Sauer | <i>Scott Sauer</i> | 2078 Sherman St. | Twin Falls | 734-5081 | 06-07-06 |
| 21 Eric Miller | <i>Eric Miller</i> | 1100 N. Main St. | Twin Falls | 420-1207 | 06-07-06 |
| 22 Susan Bohn | <i>Susan Bohn</i> | 831 A. Hill St. | Twin Falls | 235-9403 | 06-07-06 |
| 23 Val Stotts | <i>Val Stotts</i> | 1462 Stewart Court | Twin Falls | 735-9107 | 06-07-06 |
| 24 Amber Aston | <i>Amber Aston</i> | 1219 E. Washington | Twin Falls | 734-2324 | 06-07-06 |
| 25 Tom Reardon | <i>Tom Reardon</i> | | | | |
| 26 Mike Krummen | <i>Mike Krummen</i> | 1240 S. 2nd St. | Twin Falls | 733-3484 | 6/7/06 |
| 27 Joseph Bohn | <i>Joseph Bohn</i> | 200 N. 2nd St. #111 | Twin Falls | 401-2087 | 6/7/06 |
| 28 Carol Gardner | <i>Carol Gardner</i> | 3545 N. 5000 E. | Twin Falls | 734-2513 | 6-7-06 |
| 29 Laura Bohn | <i>Laura Bohn</i> | 1245 S. Washington | Twin Falls | 734-9949 | 6-7-06 |
| 30 David Paulson | <i>David Paulson</i> | 824 N. Main St. | Twin Falls | 253-1123 | 6/7/06 |

TWIN FALLS COUNTY
ELECTIONS

LARRY HAYCOCK
Election Director,
Deputy Clerk
Fax: 208-736-4182

DEPARTMENT
PO Box 126
Twin Falls, Id. 83303

KRISTINA GLASCOCK
County Clerk,
Auditor, Recorder
Telephone: 208-736-4004

STATE OF IDAHO,
ss.
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,

Fifteen (15) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock
County Clerk

Signed: Jerry Priest
Deputy Clerk

(Seal of Office)

12

Petition to Establish a NEW Idaho Public Charter School
 This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School District Where New Charter School will be Physically Located | | Xavier Charter School Twin Falls School District | | | |
|--|---------------------|---|------------|----------------|--------|
| * I am currently a qualified elector in the above-named school district. * I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. | | | | | |
| Electors' Printed Name | Electors' Signature | Street Address | City | Telephone | Date |
| 16. Tracy Dainch | [Signature] | 3533 N. 3000 E | Twin Falls | (208) 420-2524 | 6-4-06 |
| 17. [Name] | [Signature] | 3763 E. 3400 N | Twin Falls | 208-344-5718 | 6-4-06 |
| 18. [Name] | [Signature] | 1167 E. 3400 N | Twin Falls | 208-344-5718 | 6-4-06 |
| 19. [Name] | [Signature] | 1167 E. 3400 N | TF | 208-344-5718 | 6-4-06 |
| 20. [Name] | [Signature] | 1167 E. 3400 N | TF | 208-344-5718 | 6-4-06 |
| 21. [Name] | [Signature] | 1167 E. 3400 N | TF | 208-344-5718 | 6-4-06 |
| 22. [Name] | [Signature] | 3003 E. 3400 N | T.F. | 208-344-5718 | 6-4-06 |
| 23. [Name] | [Signature] | 3003 E. 3400 N | T.F. | 208-344-5718 | 6-4-06 |
| 24. [Name] | [Signature] | 429 E. 3400 N | Twin Falls | 208-344-5718 | 6-4-06 |
| 25. [Name] | [Signature] | 1208 N. 3400 N | T.F. | 208-344-5718 | 6-4-06 |
| 26. [Name] | [Signature] | 1208 N. 3400 N | T.F. | 208-344-5718 | 6-4-06 |
| 27. [Name] | [Signature] | 1208 N. 3400 N | T.F. | 208-344-5718 | 6-4-06 |
| 28. [Name] | [Signature] | 1208 N. 3400 N | T.F. | 208-344-5718 | 6-4-06 |
| 29. [Name] | [Signature] | 1208 N. 3400 N | T.F. | 208-344-5718 | 6-4-06 |
| 30. [Name] | [Signature] | 1208 N. 3400 N | T.F. | 208-344-5718 | 6-4-06 |

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15

TWIN FALLS COUNTY
ELECTIONS

LARRY HAYCOCK
Election Director,
Deputy Clerk
Fax: 208-736-4182

DEPARTMENT
PO Box 126
Twin Falls, Id. 83303

KRISTINA GLASCOCK
County Clerk,
Auditor, Recorder
Telephone: 208-736-4004

STATE OF IDAHO,
^{ss.}
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,

Three (3) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock
County Clerk

Signed: [Signature]
Deputy Clerk

(Seal of Office)

Petition to Establish a NEW Idaho Public Charter School
 This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School | | Xavier Charter School | | | |
|--|---------------------|-----------------------|------------|-----------|---------|
| School District Where New Charter School will be Physically Located | | Twin Falls | | | |
| <ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. | | | | | |
| Electors' Printed Name | Electors' Signature | Street Address | City | Telephone | Date |
| 16 | <i>[Signature]</i> | 1006 Sunset Highway | Twin Falls | 783-8899 | 6-7-06 |
| 17 | <i>[Signature]</i> | 211 Elm St. N | Twin Falls | 734-1742 | 6-7-06 |
| 18 | <i>[Signature]</i> | 509 Spruce St. | Twin Falls | 281-2200 | 7-9-06 |
| 19 | <i>[Signature]</i> | 2850 Lee Henry | TF | 734-8029 | 7-10-06 |
| 20 | <i>[Signature]</i> | 570 Jettor Dr. | TF | 733-2102 | 7-10-06 |
| 21 | <i>[Signature]</i> | 582 Trotter Dr. | TF | 734-6539 | 7-10-06 |
| 22 | <i>[Signature]</i> | 6027 Landwood | TF | 734-6539 | 7-10-06 |
| 23 | <i>[Signature]</i> | 1417 Coyle St | TF | 734-6539 | 7-10-06 |
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TWIN FALLS COUNTY
ELECTIONS

LARRY HAYCOCK
Election Director
Deputy Clerk
Fax: 208-736-4182

DEPARTMENT
PO Box 126
Twin Falls, Id. 83303

KRISTINA GLASCOCK
County Clerk,
Auditor, Recorder
Telephone: 208-736-4004

STATE OF IDAHO,
ss.
COUNTY OF TWIN FALLS.

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,

One (1) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock
County Clerk

Signed: [Signature]
Deputy Clerk

(Seal of Office)



 Petition to Establish a NEW Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

| Name of Proposed New Charter School | | Xavier Charter School | | | |
|--|----------------------|----------------------------|------------|--------------|---------|
| School District Where New Charter School will be Physically Located | | Twin Falls School District | | | |
| * I am currently a qualified elector in the above-named school district. * I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. | | | | | |
| Elector's Printed Name | Elector's Signature | Street Address | City | Telephone | Date |
| 16 Sharon Kester | <i>Sharon Kester</i> | 2256 Hillcrest Dr. | Twin Falls | 208-659-6111 | 6-11-04 |
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Mission Statement

The Mission of Xavier Charter School is to instill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

Xavier Charter School’s philosophy lies with the strong belief that all children can learn. It is our goal to prepare each student with personal tools that will assist them in life’s choices. We do so by addressing the needs of the Whole Child –Body, Mind, and Spirit:

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

Mind: We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge’s sake.

Spirit: Students will develop the self-esteem necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Xavier’s uniqueness will be exemplified by:

- The consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.
- The consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary

years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (*Knowledge*), a second for arranging the information in a logical order (*Understanding*), and a third for putting this information and this ordering to practical use (*Wisdom*). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together.

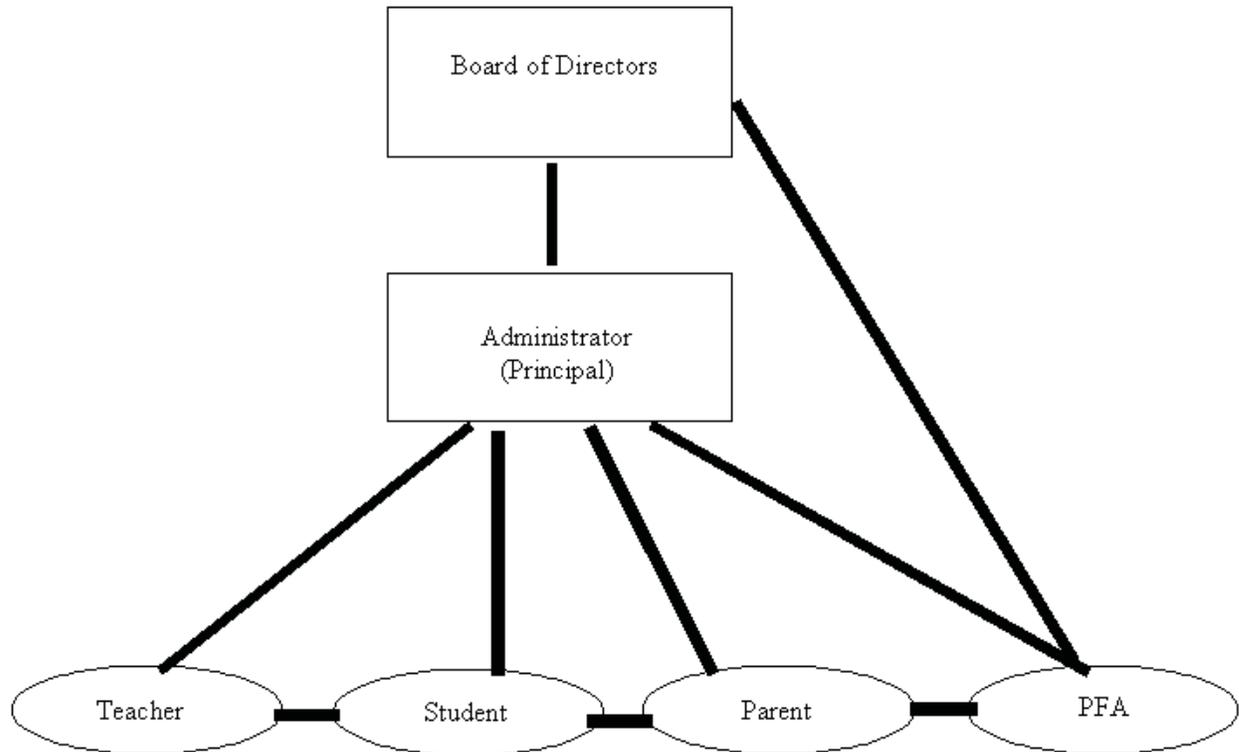
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model an inquiring, probing mind by continually probing into the subject with questions directed at the student.

Synecotics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.

TAB 2: PROPOSED OPERATIONS

Proposed Operations

The Xavier 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 Xavier 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 Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.
- The Principal supervises, directly or indirectly, all employees of the charter school.

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. A list of all contracts identifying the party with whom XCS 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.

Potential Effects

Xavier Charter School will be located within the Twin Falls School District Area. The City of Twin Falls is a growing community which researchers have targeted as being the next “big” city in Idaho, with a potential population of over 100,000 by the year 2015. Twin Falls School District has recently passed a bond to develop and build a second high school by 2010. The bond did not address the facility needs of the growing elementary population within the district. Xavier Charter School plans to open in the fall of 2007 with one class in each grade for grades K – 8. Xavier’s expanding into grades 9 in the school year 2008-2009 will be dependent upon approval from the Idaho Public Charter School Commission. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, student pre-registration and upon the approval from the Xavier Charter School Board of Directors. The loss of ADA income due to Xavier’s enrollment will be offset by the increase in projected population for the Twin Falls area and will therefore minimally impact the Twin Falls School District financially. There are currently no other charter schools within the Twin Falls School District area.

Facilities

The goal of Xavier Charter School is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. In order to achieve this goal, Xavier Charter School will acquire from county information the following: zoning schedule of use control, changing of current zoning use, available possible land sites, landowners, location of current city services, projected future use maps, and the cost of running city services. In order to be able to construct a complete facility, we anticipate the necessity of locating our students for the first one to three years in a leased facility for the purpose of providing a contractor with the needed time to construct a permanent facility.

A permanent structure will meet the needs of both the primary and secondary grades and will meet all required state and local guidelines concerning the construction of a public school. Our budget assumptions reflect these letters of intent and/or proposals.

All sites will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, access to major utilities, and affordability.

Xavier 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. Any facilities that the Board shall secure will meet the legal requirements described above

A listing of two possible sites is presented in the appendix as part of the budget proposal.

Administrative Services

Administrative services will be provided by the Xavier Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Xavier Charter School and its Board of Directors, and parents. The Principal, in coordination with the Xavier Charter School Board of Directors, will determine the day-to-day operations of Xavier Charter School.

Potential Civil Liability

Xavier Charter School shall obtain its own liability insurance and insure its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and XCS shall insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name Xavier Charter School as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and Xavier Charter School shall provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period.

Xavier Charter School shall operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements is contained in the respective insurance policies negotiated with the insurance providers.

TAB 3: EDUCATIONAL PROGRAMS

Educational Goals

“It’s a funny thing about life: if you refuse to accept anything but the best, you very often get it.”

- Somerset Maugham

In order to stay focused on our Mission Statement:

The mission of Xavier Charter School is to enstill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

It is the goal of Xavier Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

Educational Thoroughness Standards

Standard 1. A safe environment conducive to learning is provided.

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Xavier Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

“I like to see a man proud of the place in which he lives. I like to see a man live so his place will be proud of him,” Abraham Lincoln.

Objectives: Xavier Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
- Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
- Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire

drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights, and staff monitoring responsibilities..

- Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies.)
- Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities.

Standard 2. Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions..

Objectives: Xavier Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

Standard 3. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Xavier Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Life Principles and Eight Expectations for Living:

Life Principles –

| | | | |
|-----------------|--------------|-----------------|------------------|
| Responsibility | Compassion | Common Sense | Justice |
| Respect | Perseverance | Flexibility | Commitment |
| Self-Discipline | Loyalty | Initiative | Espirit De Corps |
| Honesty | Effort | Curiosity | Citizenship |
| Integrity | Friendship | Patience | Service |
| Courage | Cooperation | Problem-Solving | Fortitude |

| | | | |
|-----------------|------------|-------------|------------|
| Optimism | Courtesy | Humility | Sincerity |
| Humanitarianism | Temperance | Empathy | Patriotism |
| Propriety | Dedication | Forgiveness | Resiliency |

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
 2. We will not laugh at or make fun of a person’s mistakes nor use sarcasm or putdown.
 3. We will use good manners, saying “please,” “Thank you,” and “excuse me” and allow others to go first.
 4. We will cheer each other to success.
 5. We will help one another whenever possible.
 6. We will recognize every effort and applaud it.
 7. We will encourage each other to do our best.
 8. We will practice virtuous living, using the Life Principles.
- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
 - Display every student’s work in some positive form with teachers providing positive commentary through oral and/or written feedback.
 - Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

Standard 4. The skills necessary to communicate effectively are taught.

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

“My aim, then, is the education of the perfect orator. The first essential for such a one is that he should be a good man, and consequently we demand of him not merely the possession of exceptional gifts of speech, but all the excellences of character as well.”

Quintilian

Objectives: Xavier Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression
- Provide instruction in Music/Piano Lessons for grades 1 – 3 and opportunities for music participation in grades 4 – 12. 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--particularly on the piano--can dramatically boost a child’s brainpower, building the kind of skills necessary to succeed in high level math and science. Recent studies of 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.

Standard 5. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Xavier Charter School will:

- Use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum that will provide the knowledge necessary for higher levels of learning.
- Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-12.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to “teach on their feet”, meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

Standard 6. The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences.

Objectives: Xavier Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

Standard 7. The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Xavier Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

Standard 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Xavier Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principals and the

Eight Expectations for Living.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.
- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
 - K-5 – community projects established and supported by class parents
 - 6-8 – class sponsored community projects
 - 9-11 – individual/small group community projects
 - 12 – Community action piece as part of the student’s senior project
- Plan for further growth in career guidance and development as we expand into the high school grades.

Xavier Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and administration; and by developing a community of learning and professional development among the staff.

Definition of “Educated Person”

Change will be a core characteristic of the 21st century. But even with this change, the overall idea that "knowledge is changing" is only partly true. It is true that some ideas and terms did not exist or were not widely known years ago. But the obvious fact that the modern world is changing — sometimes, as in the case of the breakup of the Soviet Union, in dramatic and dizzying ways — in no way should lead to the conclusion that "knowledge is changing so fast that we can't keep up with it" or that "what we learn today will be obsolete by the year 2010." The basic principles of science and constitutional government, the important events of world history, the essential elements of mathematics and of oral and written expression — all of these are part of a solid core that does not change rapidly, but instead forms the basis for true lifelong learning. The “Educated Person” in the 21st Century will need to be a true learner of the world. To have the skill to learn, evaluate and adapt will be paramount in the determination of success. The worker of tomorrow will need to train in life skills, not necessarily just for a job. To ensure the learning process, Xavier will concentrate on three areas: curriculum, climate and instruction.

Curriculum Overview

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Xavier Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- Solid Foundations - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology

- are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.
- Sequenced - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
 - Specific – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"
 - Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Character Education/School Climate

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, than all is for naught.

With this in mind, Xavier will strive to follow the “Great Expectations” Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher’s attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.

- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.
- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for Xavier.

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.

14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Each classroom has a student who greets visitors and makes them feel welcome and comfortable.
17. Teachers and students celebrate the successes of others.

Instructional Model

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – Xavier will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports Xavier’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years, each teacher will have the responsibility and opportunity of being a team leader for Xavier Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Okalahoma, and Core Knowledge and/or others as recommended by the Principal and teachers and approved by Xavier’s Board of Directors.

Special Education Services

Xavier Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Xavier Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Xavier Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Xavier Charter School Special Education administrator will be the Section 504 Compliance Officer.

It is the intent of Xavier Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific

learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

Every year starting in September and continuing throughout the year, Xavier Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Xavier Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Xavier Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the problem?
- What has already been done about the problem?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Xavier Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a student's record must be made to Xavier Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual Section 11 from the State Department of Education.

Xavier Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at Xavier 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:

- Xavier Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Xavier, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services 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, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education.

When necessary, Xavier Charter School will contract with a private provider or local school district for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Xavier Charter School may contract with a local school district or private provider to provide services.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending XCS. These adopted policies and procedures will meet the requirements of the IDEA

The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will conference a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the

special educator with questions or concerns. Working as a team with special needs students always yields the best results.

Limited English Proficiency

IN addition, students attending Xavier Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

Gifted and Talented Students

XCS shall identify and provide reasonable services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided by the school in order to more fully develop such capabilities. XCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The XCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. XCS will also utilize the services of the Idaho Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction.

Plan for Dual Enrollment Participation

Students enrolled in the charter school shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution shall be credited toward graduation requirements as outlined in Xavier Board Policy.

TAB 4: MEASUREMENT OF PROGRESS

Measurable student educational standards

Xavier Charter School’s measurable standards are reflected in our Mission Statement:
The Mission of Xavier Charter School is to instill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

“A love of perpetual learning”

Standard 1: Students at Xavier Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

- 85% of K – 3 students will score equal to or better than the statewide benchmark as measure by the Idaho Reading Indicator.
- 90% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.
- Xavier Charter School will meet or exceed the state proficiency requirements each year in all required subjects as measured by the Idaho Standards Achievement Test (ISAT).

Standard 2: Daily average school absentee rate of less than 4% when calculated on a monthly basis.

“An aspiration for personal achievement”

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Xavier Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 6:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 7-12

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a flawless class or personal creed.

Standard 4: 95% of all students, K-12, will develop and maintain a career portfolio. Completion/progress monitoring benchmarks are:

- 85% of students will achieve satisfactory status or above for their grade appropriate portfolio assignment pieces based on teacher developed rubrics.
- 90% of 8th grade students will develop an 8-year plan including a four year high school and a four year post high school career/education plan as part of their career portfolio. 85% of students will achieve satisfactory status or above for the completion of the 8-year plan based on teacher/school developed rubrics.

Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

K-5 – community projects established and supported by class parents

6-8 – class sponsored community projects

9-11 – individual/small group community projects

12 – community action piece as part of the student’s senior project

- 85% of students will achieve satisfactory status or above as measured by classroom/individual assignments and/or tasks based on teacher developed rubrics.
- A culminating survey taken by the targeted focus group, involved students, teachers and/or parents resulting in an 80% or above positive feedback.

Standard 6: 95% of students currently enrolled at Xavier Charter School will participate in state-mandated assessments.

Objectives and Targeted Practices

Standard 1 - Academic Improvement

Objective: Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Targeted Practice: students will be able to recognized ‘good, better and best’ work, both in their own and others

Students will be able to rewrite papers/projects to reflect corrective comments from others

Students will understand what plagiarism is, and how to create original works.

Objective: • Students will acquire and integrate knowledge and experiences from different subject areas.

Objective: • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Targeted Practice: Students will be able to use a variety of resources in which to access information.

Objective: • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Targeted Practice: students will use a variety of problem solving techniques that have been introduced through the instructional models.

Standard 2 – Attendance

Objective: Students will experience success in the classroom

Targeted Practice: Every student’s work will be displayed in some form in the classroom and/or school

Evidence that the “Magic Triad” is being used with each student.

The Magic Triad is: a kind word, a gentle touch and a smile.

Objective: The School and each classroom will have a non-threatening environment:

Targeted Practice: there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

Standard 3 – Recitation of Creeds

Objective: Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Targeted Practice: students will develop oral and written projects appropriate to the student’s grade level

Objective: Students will develop their talents in music, visual arts, and/ or performance.

Targeted Practice: all K-3 students will participate music/piano instruction

All students will participate in the recitation/acting of the school and class poems and vocabulary words.

All students will have access to art instruction

Objective: Students will develop oral and written skills in a non-native language.

Targeted Practice: All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

Standard 4 – Career Plans

Objective: Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Targeted Practice:

Students will participate in parent-teacher conferences

Students will develop k – 12 Career Portfolios for high school class choices and for post high school plans.

Standard 5 – Community Service Projects

Objective: Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

Targeted Practice: students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects

Objective: Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

Targeted Practice: students will know and use a variety of conflict resolution techniques

Objective: Students will evaluate and manage their behavior as group members

Targeted Practice: students will evaluate their personal contributions as part of the community service piece

Objective: Students will participate in community service that reflects responsible citizenship in a democratic society

Targeted Practice: students will engage in community service as outline in the Thoroughness Standard #6

Course of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Xavier Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school’s curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. Particular emphasis will be placed on American History, US Constitution and documentation from the USA Founding Fathers.

Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by XCS include:

- Foreign Language

Middle School (Grades 6-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. XCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by XCS. For example:

- Spanish

High School (Grades 9-12)

Students will continue to maintain a Career Portfolio for their high school and post high school options. The K-12 portfolio will be developed by the students with advice and recommendations from school personnel.

Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Xavier Charter School meet or exceed Idaho State Board of Education requirements.

High School Graduation Requirements:

Graduation requirements for Xavier Charter School will meet or exceed state requirements. Current minimum requirements for graduation will be:

| | | | |
|---------------------|-----------|---------------------|------------|
| English | 8 credits | American Government | 2 credits |
| Math | 6 credits | Economics | 1 credits |
| (Algebra 1 & above) | | Health | 1 credits |
| Speech | 1 credits | Physical Education | 2 credits |
| Science | 6 credits | Humanities | 4 credits |
| US History | 4 credits | Electives | 12 credits |

A minimum of 14 credit possibilities will be available each year.

Academic Mastery

Students in attendance at Xavier Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of XCS will be tested with the same standardized tests as other Idaho public school students.

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 adopted developed by the Idaho State Board of Education

Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring or evaluation for Special Education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student’s reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

Provision by which students will receive standardized testing

The students at Xavier Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education.

Additional yearly assessment tools may be required as determined by the Xavier Board of Directors.

Results will be reported as follows:

- Individual student progress
- Grade level/school composite scores
- Year to year comparative results by subject
- Comparative results between Xavier, state and national averages

Provision ensuring state accreditation of charter school

Xavier Charter School will be accredited through the State of Idaho set forth by the rules and regulations of the Idaho State Board of Education. Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports. Accreditation by the Northwest Association of Accredited Schools (NAAS) may be sought in addition to State accreditation in the future.

Provision plan for improvement per NCLB

Student learning is the primary focus for Xavier Charter school. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho.

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

TAB 5: GOVERNANCE STRUCTURES

Description of governance structure

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

Xavier 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 (hereafter called the Board of Directors) has all the power and duties afforded to a Board of Directors. 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 Board of Directors meetings will follow the open meeting laws, keep accurate minutes and make said minutes available to the public.

The Articles of Incorporation for Xavier Charter School, Inc. were filed with the Secretary of the State of Idaho June 8, 2006. The SS-4, Application for Employer Identification Number, was submitted June 8, 2006. The 501(c)(3) will be completed upon approval of the charter.

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. 33-5204) The Governing Body will adhere to the Xavier 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 positions: 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.

Liability

Upon approval, Xavier Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Xavier 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 Xavier Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Xavier Charter School. Upon approval, the Xavier Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and XCS. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Authorized Chartering Entity expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Authorized Chartering Entity or assumption by the Authorized Chartering Entity 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 Authorized Chartering Entity by statute or rule of the State Board of Education. Xavier 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.

Process to ensure parental involvement

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. XCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official parent committee. Members of that committee will be elected annually by parents of students 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. The parent committee shall be a key element in the creation, implementation, and evaluation of school policy.

Plan for annual financial and programmatic audits

XCS 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 no later than October 15.

During the March or April Board Meeting, XCS's Board of Directors, with assistance from the principal, will appoint a committee consisting of least one board member, the principal, two teachers and two XCS parents who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report shall also be included in an annual report to the authorized chartering entity and submitted no later than October 15.

TAB 6: EMPLOYEES

Employee qualifications

XCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Xavier Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- Xavier Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Xavier Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- The Systems Approach to school climate
- The Math Concept Board
- Language Arts
- Vocabulary
- Expectations Training
- Classroom pacing
- Rules and Reasons – student behavior plans
- Memorization and Dramatization
- Citizen of the Week/Citizen of the Month
- Hall of Fame
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time

Health and safety procedures

Xavier Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.
2. Students are required to show proof of immunization before enrolling at Xavier Charter School. Copies of Immunization records and of birth certificates will be kept on file.
3. All visitors are required to sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. To ensure the safety and health of children and staff, Xavier Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review
5. Xavier Charter School shall ensure the safety and health of students and staff by:
 - a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. XCS will cooperate and coordinate efforts with city, county, and state emergency personnel. XCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, XCS will educate parents and patrons by

providing information regarding the Plan in the student handbook or on the XCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that XCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.
- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Xavier Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child’s attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher’s or school’s knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- attendance to the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. XCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, “Drugs” shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;

- “look-alikes”;
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain Xavier Charter School climate of respect and high expectation there will be no tolerance of bullying, teasing, hazing, harassment, negative or abusive language, or aggressive physical contact. Any such actions will follow disciplinary procedures.

8. Xavier Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student’s place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

Provision for employee benefits

All employees who currently are members of PERSI will continue their participation. All new employees will become member of PERSI. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Xavier Charter School will make all employer contributions as required by PERSI, and Federal Social Security. XCS will also pay for workers compensation insurance,

unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. XCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

Transfer rights

The transfer rights of an employee choosing to work at Xavier Charter School and the rights of such employees to return to any non-charter school after employment at Xavier Charter School will be dependent upon the school district from which an employee might transfer from. Xavier Charter School claims no transfer rights.

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

Collective bargaining

The staff of XCS shall be considered a separate unit for purposes of collective bargaining.

Employee contracts for teachers and administrators

XCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Xavier 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.
- Xavier Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management or these duties may be outsourced to a competent agency.

TAB 7: SCHOOL PROCEDURES

Admission procedures

XCS will be open to all children, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes or issue bonds. The Board of Directors may choose to charge student fees as allowed by state law.

I. Enrollment Deadline

Xavier Charter School will establish an enrollment deadline for inclusion in the lottery process each year, by which date all requests for admission to attend Xavier for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or addition to waiting lists at any time.

II. 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 Xavier Charter School. In the case of a family with more than one child seeking to attend Xavier 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, Xavier Charter School on or before the enrollment deadline, as set by Xavier Charter School. The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of Xavier 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 Xavier 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 Xavier will be permitted to participate in the equitable selection process.

III. Admissions Procedures

Xavier Charter School will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to Xavier, for children of founders, and for siblings of students already selected to attend Xavier.

Founders shall be defined as those persons:

- sitting on the Board of Directors from April 2006 to April 2007
- involved in the initial writing of the petition for the charter of Xavier Charter School, by:
 - researching start-up facilities sites
 - budget planning
 - writing policies, and definitions

- obtaining signatures for the petition
- Members of the initial Curriculum Development Team
- Organizing chairperson for the PFA (Parent-Faculty Association)
- Organizing chairperson for the RMM school fundraising group
- Those individuals who have made a significant contribution to the development and establishment of Xavier Charter School.

IV. Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for Xavier Charter School will have the selection hierarchy as described in Section 33-5205 of the Idaho Code.

The primary attendance area for Xavier Charter shall be the total boundary used by the Twin Falls School District No. 411. 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 Xavier 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.

V. Priority Preferences for Subsequent Enrollment Periods

Xavier Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5203~~5~~ of the Idaho Code.

VI. Proposed Attendance list

Each year Xavier 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 may contain columns next to the name of each student, in which Xavier 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.

VII. Equitable Selection Process

If the initial capacity of Xavier Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Xavier will determine who will be offered admission to Xavier by conducting a fair and equitable lottery selection process.

VIII. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to Xavier Charter School in that grade, and will be offered admission to Xavier Charter School in such grade until all seats for that grade are filled.

IX. Notification and Acceptance Process

1. Within seven days after conducting the selection process, Xavier Charter School will send an offer letter to the parent or guardian, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Xavier Charter School. The offer letter must be signed by the student's parent or guardian, and returned to Xavier by the date designated in the offer letter from Xavier.
2. Within seven days after conducting the selection process, Xavier 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 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.
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 Xavier Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

X. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Xavier 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 Xavier 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 XCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

XI. Amendments

Xavier Charter School has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the State Board of Education.

Disciplinary procedures

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Xavier Charter School students. There is little tolerance for disrespect shown to oneself and others at XCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Xavier Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at XCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student’s version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Xavier Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. A preliminary copy of the Student Handbook can be found in the appendix. Steps to insure correct behavior will include, but are not limited to the following:

1. Written or verbal Teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.
5. Expulsion until the next calendar break/semester/rest of year. A hearing within five school days, whenever possible with the Board of Directors will be held. The Board of Directors has the right to permanently expel students for disciplinary or attendance reasons.

Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as require by Section 33-205, Idaho Code.

Temporary Suspension

Students who cannot abide by the school regulations and policies of Xavier Charter School and who disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the principal or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional five (5) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final. The recommendation for expulsion will be reported to the principal or designee on a Recommendation Expulsion Form.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Xavier Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students

Xavier Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline. Students with disabilities are entitled to all of the same due process rights in the area of discipline as students without disabilities. In addition, there are additional safeguards that will be observed that insure their right to FAPE.

Public charter school attendance alternatives

Because Xavier 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 Xavier Charter School.

Process for public notification of enrollment opportunities

According to Idaho Code, all advertising and promotion processes for XCS 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 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, XCS 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; XCS 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 Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

Plan for the denial of school attendance

Xavier Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to Xavier's Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will 'sign off' on accepting the conditions and consequences of Xavier's Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Xavier Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

Student handbook and parental accesses

Upon approval of a charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of Xavier and that will be in compliance with the Xavier School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the Xavier web site. All new students will receive a copy of the Student Handbook upon enrollment. A copy of the Student Handbook can be found in the appendix.

TAB 8: BUSINESS PLAN

Business plan

Description

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

Xavier 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.

Marketing Plan

According to Idaho Code, all advertising and promotion processes for XCS will include the dissemination of enrollment information, 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, XCS 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; XCS 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 Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Idaho Statute §67-23.

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

Facility

Upon approval of our charter, Xavier Board of Directors will appoint a Facilities Committee to investigate the best possible site for purchase and/or lease. We will consider temporary facilities only if the facility passes inspection to ensure compliance with state and federal guidelines according to Idaho Code and the Americans with Disabilities Act

Operations

Following the outline detailed under Tab 2, organization of Xavier Charter school will generally follow the model of traditional single-grade classrooms starting with grades K – 8, and then, upon approval from the Idaho Charter School Commission, adding 9th grade in the year 2008-2009. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon the approval from the Xavier Charter School Board of Directors. The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

Board Policy

Upon approval of a charter the Board of Directors will be charged with developing *A School Board Policy Manual* modeled after the Idaho School Board Association Board Policy Manual. This manual will include policies including but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy.

Budget

The budget for Xavier Charter School, 1) will be prepared in compliance with section 33-801, Idaho Code, 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. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Working Capital and Assets

Xavier Charter School does not expect to have working capital and assets until after the Charter is approved.

Fundraising

A committee will be established to conduct fundraising efforts to generate capital to supplement the per-pupil allocations.

Purchasing Process

Xavier Charter School's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

Payroll Processing

Xavier Charter School intends to hire a Clerk of the Board or to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles. Xavier Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors of Xavier 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.

Class Size

Xavier Charter School is a K-12 school. The capacity of the school is to have two classrooms per grade level in grades K-6.

The goal of Xavier Charter School is to have a small school atmosphere. The classroom size is larger than signified by regular school unit divisors in Idaho Code. The methods we use benefit relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what is often called a negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn.

Enrollment caps will be established as:

- Kindergarten: 24 students per classroom, 2 classes per grade
- 1st grade – 3rd grade: 28 students per classroom, 2 classes per grade
- 4th grade – 6th grade: 33 students per classroom, 2 classes per grade
- 7th grade – 12th grade: 66 students per grade

Transportation services

Transportation, if required, will be provided as indicated by the enrollment of students and location of final site. A contract may be negotiated with the local bus service and/or the local school district.

Xavier Charter School will also provide a means by which parents may connect with each other for the purpose of carpooling to and from the school

Parents will also have the option of using Twin Falls Trans IV Transit system. Parents will need to contact Trans IV for routes and pricing.

School Lunch Program

Initially, 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.

When it is determined that there are sufficient funds, facility and resources Xavier Charter School will begin offering hot food services and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

Determining Eligibility for Free and Reduced Price Meals

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

TAB 10: BUSINESS PRACTICES

Business arrangements

Public Access

Xavier Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

Complaint Process

Xavier Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Xavier Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

School Records

Xavier Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from Xavier will be forwarded to the new school upon request of the school or parents. Records of students transferring to Xavier will be requested of the previous school of attendance.

Inspection Reports

Xavier Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

State Compliance

Xavier Charter School will comply with the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

Right to Evaluate Contract Compliance

The Public Charter School Commission shall retain the right at any time to evaluate the degree to which Xavier Charter School is meeting the terms of the charter contract. The Board of Directors or designee may choose to have a district representative(s) or an independent evaluator(s):

1. visit the Charter School;
2. review the Charter School's records and data;
3. directly survey the Charter School's parents/guardians, students, or employees;
4. audit the books of the Charter School;

5. pursue other reasonable means of determining accountability for the Charter School contract.

Amending the Contract

A material revision of the terms of the Charter School contract requires the approval of the Idaho Public Charter School Commission and the Board of Directors.

Plan for termination

It is the responsibility of the board of directors of Xavier Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and Xavier 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 Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against Xavier, including lawsuits, shall be provided to the Authorized Chartering Entity within five (5) business days of receipt by Xavier.

Dissolution of the Xavier Charter School Corporation will be conducted by Xavier's Board of Directors will follow the Xavier Charter School Amended Articles of Incorporation as stated here:

“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 the corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.”

In the event of dissolution of the school, all parents/guardians will be notified in writing. Xavier Charter School will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board of Directors to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

Internet Policy

XCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in the Appendix.

Budget

Revenue

State Allowance will be calculated using the forms provided by the State Department of Education in the following manner:

| | | |
|-----------|--|-------------------------|
| 2007-2008 | 244 Students | Unit Calculator of 13.7 |
| | 0.5 FTE Kindergarten | |
| | 8.0 FTE Classroom teachers grades 1-8 | |
| | 1.5 FTE Special Education (as needed, based on student population) | |
| | 0.5 FTE Music Teacher | |
| | 0.5 FTE Foreign Language Teacher | |
| | 1.0 FTE Administrator | |
| | 1.0 FTE Administrator Assistant | |
| | 5.5 FTE Classroom Aids | |
| 2008-2009 | 270 Students | Unit Calculator of 15.9 |
| | 0.5 FTE Kindergarten | |
| | 10.0 FTE Classroom teachers grades 1-9 | |
| | 1.5 FTE Special Education (as needed, based on student population) | |
| | 0.5 FTE Music Teacher | |
| | 0.5 FTE Foreign Language Teacher | |
| | 1.0 FTE Administrator | |
| | 1.0 FTE Administrator Assistant | |
| | 6.0 FTE Classroom Aids | |
| 2009-2010 | 295 Students | Unit Calculator of 17.9 |
| | 0.5 FTE Kindergarten | |
| | 11.0 FTE Classroom teachers grades 1-10 | |
| | 2.0 FTE Special Education (as needed, based on student population) | |
| | 0.5 FTE Music Teacher | |
| | 0.5 FTE Foreign Language Teacher | |
| | 1.0 FTE Administrator | |
| | 1.0 FTE Administrator Assistant | |
| | 6.0 FTE Classroom Aids | |

- Federal Startup Grant will be used as revenue only in year 2007-2008.
- A 4% per year salary increase is proposed for years two and three.
- Transportation costs and reimbursements are based on Twin Falls School District 411 Funding Cap06 document which indicates that 21% of students were transported at a cost of \$820 per student. We have included an 8% increase in transportation costs per year per student.
- Fundraising amounts are based on specific prior fundraising experience of three of the founders. Fundraising will follow a two tier model, the first in the form of a jog-a-long and the second is a model based on the Raising More Money model by Terry Axelrod. Experiences from two similarly-sized schools to XCS are:

- School “A” consistently receiving an average of \$56,000 per year in donations over the past 10 years from the jog-a-long event.
- School “B” receiving \$27,500 in donations in the introductory year, and \$35,735 in donations the second year of the jog-a-long event.
- School “B” receiving \$45,000 in private donations using the Raising More Money model during the introductory year of the model.
- Legal advice has been donated for years one through three by Bob Jackson (see appendix for reference letter).
- We are submitting two proposed budgets, A and B. The budgets differences are found in Facilities Expense (300) due to the two proposed facilities and in Revenue because of a startup loan for facility A. Documentation for each facility can be found in the Appendix.

Budget A

Leasing a 12,325 sq. ft. facility from Steve DiLucca from Westerra Realty Group. The building located at 771 College Ave, Lot 1 Block 4, Breckenridge Farms Phase V Subdivision in Twin Falls, Idaho, zoned C-1 which is suitable for a school. This building will be vacated in one month, and we have the first choice for the lease. The owners are interested in a two to three year lease, with the lease starting January 1, 2007. Jim Evans of D.L. Evans Bank has been working with us with various loan options, one being a startup loan to cover initial lease expense for the first 6 months, January to June, 2007. Leasing rate is \$12/square foot for the 12,325 square foot building with a 3% increase per year. We have included a recommended \$3/square foot that would cover insurance, utilities, taxes, phones, and ground care; the owner pays for the water. A copy of our intention to lease is included in the appendix, as is the remodeling estimation documentation.

This option is by far our preferred choice of the two properties. This modern building is less than 10 years old, has adequate room for classrooms, a large fenced in grassy area around two sides of the building, plenty of parking spaces, handicap assessable, a place for a bus turn-around and is available immediately. The only negative is that we would need to begin the lease at the first of the year, necessitating the startup loan from D.L. Evans. But, we would be able to use the facility to hold public meetings for our school, and have a place to have "office hours" for inquiries. Leasing for several years will also give us time to grow and the time to deliberate and look for a permanent home for our school

Budget A

| Students | | | 244 | 270 | 295 |
|-----------------|----------------------------------|--|-----------------------|-----------------------|-----------------------|
| Revenue | | | 2007/2008 | 2008/2009 | 2009/2010 |
| | State Allowance | | | | |
| | | Salary Allowance | \$617,660.00 | 751,215.00 | 811,788.00 |
| | | Benefits Allowance | \$102,811.00 | 122,448.00 | 129,465.00 |
| | | Entitlement | \$348,473.00 | 362,411.92 | 376,908.40 |
| | Title VIB | | \$5,000.00 | \$5,000.00 | \$5,000.00 |
| | Fundraising | | \$40,000.00 | \$40,000.00 | \$40,000.00 |
| | Federal Startup Grant | | \$150,000.00 | | |
| | DL Evans Startup Loan | | \$180,000.00 | | |
| | Transportation reimbursement | | \$35,547.00 | \$42,907.32 | \$50,404.92 |
| | | Total Revenue | \$1,443,944.00 | \$1,323,982.24 | \$1,413,566.32 |
| Expenses | | | | | |
| 100 | Salaries | | | | |
| | | Administration | \$80,000.00 | 83,200.00 | 86,528.00 |
| | | Certified | \$378,750.00 | 465,520.00 | 537,852.00 |
| | | Classified | \$94,905.00 | 107,674.00 | 111,981.00 |
| | | Total Salaries | \$553,655.00 | \$656,394.00 | \$736,361.00 |
| 200 | Employee Benefits | | | | |
| | | PERSI, FICA, MC, Sick/Retirement, etc. | \$111,061.00 | 128,518.00 | 137,087.00 |
| | | Benefit Adjustment | \$5,000.00 | 5,500.00 | 6,000.00 |
| | | Medical/Dental/Vision | \$75,000.00 | 82,000.00 | 89,000.00 |
| | | Total Benefits | \$191,061.00 | \$216,018.00 | \$232,087.00 |
| 300 | Purchased Services | | | | |
| | Services, Contract, and Programs | | | | |
| | | Legal (donated first year) | \$2,500.00 | 2,600.00 | 2,704.00 |
| | | Audit Fee | \$5,500.00 | 5,720.00 | 5,948.80 |
| | | Staff Development | \$15,000.00 | 15,000.00 | 15,000.00 |
| | | Legal Publications/Advertisement | \$2,000.00 | \$2,000.00 | \$2,000.00 |
| | | Student Testing | \$2,000.00 | \$2,000.00 | \$2,000.00 |
| | | Liability Insurance | \$13,000.00 | 13,520.00 | 14,060.80 |
| | | Fire & Theft Insurance | \$3,000.00 | 3,120.00 | 3,244.80 |
| | | Special Education | \$20,000.00 | 20,800.00 | 21,632.00 |
| | | Substitute Teachers | \$2,000.00 | 2,000.00 | 2,000.00 |
| | | Transportation | \$41,820.00 | 50,479.20 | 59,299.90 |

| | | | | | |
|-----|----------------------|--|-----------------------|-----------------------|-----------------------|
| | | Total Services and Contacts | \$106,820.00 | \$117,239.20 | \$127,890.30 |
| | Facilities | | | | |
| | | Facility Lease | \$147,900.00 | \$153,816.00 | \$159,968.64 |
| | | Loan Payment | \$185,300.00 | | |
| | | Permits & Fees | \$500.00 | | |
| | | Remodel Costs | \$38,000.00 | | |
| | | \$3/sq ft for Utilities, taxes, Insurance, phones, ground care | \$37,500.00 | 39,500.00 | 41,500.00 |
| | | Total Facilities | \$409,200.00 | \$153,816.00 | \$201,468.64 |
| 400 | Supplies & Materials | | | | |
| | | Text Books | \$25,000.00 | 15,000.00 | 15,000.00 |
| | | School Supplies | \$8,000.00 | 15,000.00 | 15,000.00 |
| | | Custodial Supplies | \$4,000.00 | 4,160.00 | 4,326.40 |
| | | Total Supplies & Materials | \$37,000.00 | \$34,160.00 | \$34,326.40 |
| 500 | Capital Objects | | | | |
| | | Furniture | \$30,000.00 | 7,000.00 | 7,000.00 |
| | | School Equipment | \$5,000.00 | 5,000.00 | 5,000.00 |
| | | Music Lab | \$17,000.00 | 200.00 | 200.00 |
| | | Science Lab | \$5,000.00 | 1,500.00 | 2,000.00 |
| | | Computer & Tech Lab | \$20,000.00 | 1,000.00 | 1,000.00 |
| | | Technical AV | \$3,000.00 | 500.00 | 500.00 |
| | | Playground Equipment | \$6,000.00 | 2,000.00 | 2,000.00 |
| | | Phone System | \$3,000.00 | 0.00 | 0.00 |
| | | Total Capital Objects | \$89,000.00 | \$17,200.00 | \$17,700.00 |
| | | | | | |
| | | Total Expenses | \$1,386,736.00 | \$1,194,827.20 | \$1,349,833.34 |
| | | | | | |
| | | Reserve/(Deficit) | \$57,208.00 | \$129,155.04 | \$63,732.98 |

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

| Requirement | Description | Submit To | Deadline | Notes |
|--|---|-----------|---|---|
| New Charter School Bootcamp | Attend training session with SDE; provide proof of attendance. | PCSC | May 31 | The bootcamp will generally be held in March or April. Proof of attendance is due by May 31. |
| Pre-Opening Dashboard | Complete the dashboard; include in Pre-Opening Update materials. | PCSC | May 31 | All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31. |
| Enrollment Report | Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials. | PCSC | May 31 | |
| Facilities Report | Update the Facility Template; include in Pre-Opening Update materials. | PCSC | May 31 | |
| Updated Pre-Opening Timeline | Update the Pre-Opening Timeline; include in Pre-Opening Update materials. | PCSC | May 31 | |
| School Calendar | Prepare school calendar for SDE; provide copy for PCSC. | SDE, PCSC | May 31 | |
| Charter School Advance Payment Request | | SDE | June 1 | |
| Advance Payment Request - Transportation | | SDE | June 15 | |
| Consolidated Federal and State Grant Application | If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE. | SDE | June 30 | Not applicable for schools not intending to have a Title I program |
| Budget | Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC. | SDE, PCSC | July 15 | |
| Updated 1 st Year Cash Flow | Update the 1 st 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 1 st 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

AMENDED ARTICLES OF INCORPORATION

OF

XAVIER CHARTER SCHOOL, INC.

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I
NAME**

The name of this corporation is XAVIER CHARTER SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III
ADDRESS**

The principal office of the Corporation is located at 3533 N. 3000 E., Twin Falls, ID 83301.

**ARTICLE IV
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of this Corporation shall be to provide additional educational methods and opportunities to the community pursuant to Idaho Code §33-5201 et seq. To accomplish this end the corporation shall have the power to:

(a) Exercise all of the powers and privileges and to perform all of the duties and obligations of the Corporation as set forth in that certain By-Laws of the Xavier Charter School, Inc.

(b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation;

(c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation;

(d) Participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and

(e) Have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-Profit Corporation Laws of the State of Idaho by law may now or hereafter have or exercise.

ARTICLE VI VOTING RIGHTS

The Corporation shall have one membership class. Each member shall be entitled to cast one vote or fractional vote as set forth by their membership interest shall be exercised as they among themselves determine, but in no event shall more than one vote be cast with respect to any member. Voting by proxy shall be permitted, provided, proxies shall not be valid for a period in excess of eleven (11) months from their date of execution and shall automatically terminate if the grantor of the proxy ceases to be a member of the Corporation.

ARTICLE VII BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors, at meetings duly held pursuant to the By-Laws and at which a quorum is present in person. A quorum shall consist of a majority of the Directors present in person. The Board, by majority vote, may remove an officer of the Corporation.

At the first regular meeting the members shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

AMENDED ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 2

**ARTICLE VIII
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, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

**ARTICLE IX
INCORPORATORS**

The name and address of the incorporators are as follows:

DEBBIE JACKSON
161 5th Ave South Suite #101
Twin Falls, ID 83301

**ARTICLE X
REGISTERED AGENT**

REBECCA BAIRD is hereby appointed the initial registered agent of this Corporation.

**ARTICLE XI
DIRECTORS**

The names and addresses of the initial directors are:

REBECCA BAIRD
3533 N. 3000 E.
Twin Falls, ID 83301

DEBBIE JACKSON
161 5th Ave South Suite #101
Twin Falls, ID 83301

PATRICK BROWN
104 Lincoln
Twin Falls, ID 93301

**ARTICLE XII
LIMITATION**

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Members, or Officers, but the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V (Purposes) hereof.

**ARTICLE XIII
OFFICERS**

The Officers of the Corporation shall consist of a Chairman, Vice Chairman Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the Board of Directors (and may be removed by the Board of Directors) at such time and in such manner as may be prescribed by the By-Laws.

**ARTICLE XIV
AMENDMENT**

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those members casting two-thirds (2/3) of the votes of the Corporation membership at any regular member's meeting called specifically for that purpose.

**ARTICLE XV
INDEMNIFICATION**

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of Idaho.

**ARTICLE XVI
BY-LAWS**

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors.

The Power to adopt, alter, amend and repeal the By-Laws shall be vested in the

Board of Directors, but all alternatives, amendments and repeals of the By-Laws must be approved by a majority of the Voting Members.

IN WITNESS WHEREOF the undersigned have signed these Articles of Incorporation on this 9th day of NOVEMBER, 2006.

Rebecca Baird
Incorporator

[Signature]
Incorporator

Rebecca Jackson
Incorporator

STATE OF IDAHO)
County of Twin Falls) ss.
)

On this 9th day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared REBECCA BAIRD, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

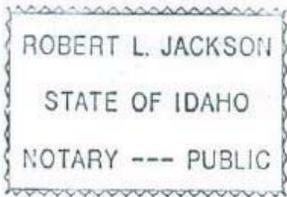


[Signature]
NOTARY PUBLIC
Residing at: Twin Falls, ID
My Commission Expires: 8-16-2011

STATE OF IDAHO)
) ss.
County of Twin Falls)

On this 9th day of November 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared DEBBIE JACKSON, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



Robert L. Jackson
NOTARY PUBLIC
Residing at: Twin Falls
My Commission Expires: 5-14-11

STATE OF IDAHO)
) ss.
County of Twin Falls)

On this 9th day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared PATRICK BROWN, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



V. Lane Jacobson
NOTARY PUBLIC
Residing at: Twin Falls, ID
My Commission Expires: 10/29/07

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as Registered Agent of XAVIER CHARTER SCHOOL, INC. which is contained in the foregoing Articles of Incorporation.

Dated this 9 day of November, 2006.

Rebecca Baird
Registered Agent

AMENDED ARTICLES OF INCORPORATION OF
XAVIER CHARTER SCHOOL, INC. - Page 7

FILED EFFECTIVE

ARTICLES OF AMENDMENT TO
ARTICLES OF INCORPORATION
OF
XAVIER CHARTER SCHOOL, INC.

06 DEC 12 PM 2:29

SECRETARY OF STATE
STATE OF IDAHO

Pursuant to the provisions of Section 30~~7~~³-58, 59, 60 and 61 of the Idaho Business Corporation Act, the undersigned corporation adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation as created by the issuance of a Certificate of Incorporation dated the 14th day of November, 2006, is XAVIER CHARTER SCHOOL, INC.

SECOND: The following amendments of the Articles of Incorporation were adopted by the Board of Directors of the corporation on the 30th day of November, 2006, in the manner prescribed by the Idaho Business Corporation Act.

ARTICLE VI: VOTING RIGHTS has been completely removed from the original document.

ARTICLE VII: BOARD OF DIRECTORS has been restated as follows:

The Corporation shall have no members and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board.

At the first regular meeting the board shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

THIRD: All of the Directors voted in favor of the amendments.

ARTICLES OF AMENDMENT - Page 1

IDAHO SECRETARY OF STATE
12/12/2006 05:00
CK: 8188 CT: 138316 BH: 1619146
1 @ 38.00 = 38.00 NON PROF A # 2
1 @ 28.00 = 28.00 NON EXPEDI # 3

C167310

DATED this 20th day of Nov, 2006.

By: [Signature]
Secretary

By: [Signature]
Patrick D. Brown, Director

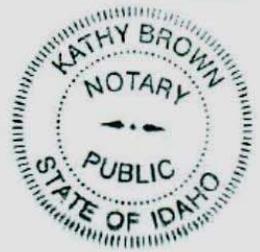
STATE OF IDAHO)
County of Twin Falls) ss.

MARIE JACKSON, being first duly sworn upon oath, deposes and says as follows:

That he/she is the Secretary and Director in the above-entitled corporation, that he/she has read the above and foregoing Articles of Amendment to Articles of Incorporation and knows the contents thereof; and that the facts therein stated are true as he/she verily believes.

[Signature]
Secretary

SUBSCRIBED and SWORN to before me this 20th day of Nov, 2006.



[Signature]
NOTARY PUBLIC FOR IDAHO
Residing at: Twin Falls, ID
My Commission Expires: 5-15-08

BYLAWS OF XAVIER CHARTER SCHOOL, INC

ARTICLE 1: Offices

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Twin Falls, 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 Twin Falls, State of Idaho.

ARTICLE 2: Purpose

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax. Notwithstanding 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 and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members or approval of the members shall require only approval of the Board of Directors. 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 "member" 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 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. At no time shall there be more than two non-stakeholders on

the Board. The function of the Board is described but not limited to policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall 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. (Idaho Code Section 33-5201)

Section 4.3 Election/Appointment of Directors

- (a) One Director may be appointed by a majority vote of the Board; such appointment is not mandatory and shall be done at the discretion of the Board and only after a determination by the Board that: (i) the appointed Director adds specific experience, education, or expertise to the Board where such is lacking; and (ii) such appointment is in the best interest of the Board. All remaining Directors shall be elected in accordance with the provisions of Section 4.3(eb).
- (b) Director elections will follow the process outlined below:
 - i. All applicants will be required to fill out a questionnaire.
 - ii. All applicants will be required to go through a screening process, overseen by a committee that is appointed by the Charter School Board of Directors. The committee shall consist of 2 staff members, a member of the Parent Faculty Association (PFA) Executive Committee and 2 members of the Board of Directors. Each respective organization will select their representative(s).
 - 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: parents of a child attending Xavier Charter School; staff members or employees of Xavier Charter School; Xavier Charter School board members and founders of the Charter School that signed the charter petition.

- vi. Xavier Charter School Board of Directors has final authority over all ballots.
- vii. The time, date and location of all elections will be advertised by Xavier Charter School using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

Voting on board member elections can be done in person or via absentee ballot.

Section 4.4 Terms

- (a) Directors shall be elected or appointed to a three (3) year term of office. The terms for each seat shall be as follows:
 - a. Seat 1: The term shall begin in 2011 and expire in 2012, and every three (3) years thereafter.
 - b. Seat 2: The term shall begin in 2011 and expire in 2012, and every three (3) years thereafter.
 - c. Seat 3: The term shall begin in 2010 and expire in 2013, and every three (3) years thereafter.
 - d. Seat 4: The term shall begin in 2011 and expire in 2014, and every three (3) years thereafter.
 - e. Seat 5: The term shall begin in 2011 and expire in 2014, and every three (3) years thereafter.
- (b) Each Director shall serve until the stakeholders duly elect his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-9 of the Idaho Nonprofit 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. The effective date of resignation shall be no more than ninety (90) days from the date of written notice of resignation. A Director may be removed without cause by a majority vote of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit 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. The Board shall hold a public meeting within ten (10) school attendance 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 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 appointment by a majority vote of the remaining Directors, although less than a quorum. Each Director so appointed shall hold office for the remainder of the term of the seat.
- (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 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.

Section 4.12 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each Committee shall have one or more Directors, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Directors then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not: 1) authorize distributions; 2.) pledge or transfer assets; 3.) elect, appoint or remove directors; and 4.) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board.

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 Twin Falls, 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 the 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 ratification of election results for newly elected-Directors to succeed those whose terms expire, for election of Officers for the upcoming fiscal year and for the transaction of other business as may properly come before the meetings, shall be held each year during the first full day of June, at the principal office of the Corporation in the County of Twin Falls, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at the first meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Regular Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory. However, the schedule for the regular meetings for the year will be determined by the Directors during the Annual Meeting

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.45 Notice of Meetings

Notice of the time and place of the annual meeting of the Directors or any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted in a prominent place at Xavier Charter School and on the Xavier Charter School website in accordance with the Idaho Open Meeting Law.

Section 5.6 Telecommunications devices at Meetings

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

Section 5.7 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6: Officers and Duties

Section 6.1 Officers

The Officers of the Corporation shall be 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 when their respective successor shall be elected. Individual officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

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

Section 6.3 Vice Chairman

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

Section 6.4 Secretary

(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

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

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority vote 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 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.

IN WITNESS WHEREOF, these Bylaws were approved and adopted by Xavier Charter School's Board of Directors on 9/25/2012.



Deborah Burr, Chair
Xavier Charter School Board of Directors

Appendix E: Board Roster

Xavier Charter School
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------|---------------|---------------------------------|--|--------------|
| Debbi Burr | Chair | 06/2011 – 06/2014 | dburr@xaviercharter.org | 208-420-0992 |
| Melissa Crane | Secretary | 06/2011 – 06/2014 | mcrane@xaviercharter.org | 208-308-0488 |
| James Wallace | Treasurer | 06/2012 – 06/2015 | jwallace@xaviercharter.org | 208-320-6000 |
| Shawna May | Member | 06/2013 – 06/2016 | smay@xaviercharter.org | 310-351-2481 |
| Vacancy | Member | 06/2012 – 06/2015 | | |

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Xavier Charter School Year Opened: 2007 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

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

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 must 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 | | | | |
| | | 5 | 25 | | | | |
| | | 4 | 20 | | | | |
| | | 3 | 15 | | | | |
| | | 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 | | | | |
| | | Reward | 25 | | | | |
| | | None | 15 | | | | |
| | | Focus | 0 | | | | |
| | | 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 |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 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 |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | 0.00 | |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | Exceeds Standard: At least 85% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | Meets Standard: Between 70-84% of students are making adequate academic growth. | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| Notes | | | | | | | 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 | 0.00 | | | |
| Notes | | | | | | | |
| Measure 4b1 College Entrance Exam Results | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Notes | | | | | | | |
| Measure 4b2 College Entrance Exam Results | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Notes | | | | | | | |
| Measure 4c Graduation Rate | Are students graduating from high school? | Result (Percentage) | Possible Overall | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: At least 90% of students graduated from high school. | | 39-50 | 12 | 90-100 | 11 | 0.00 |
| | Meets Standard: 81-89% of students graduated from high school. | | 26-38 | 13 | 81-89 | 9 | 0.00 |
| | Does Not Meet Standard: 71%-80% of students graduated from high school. | | 14-26 | 13 | 71-80 | 10 | 0.00 |
| | Falls Far Below Standard: Fewer than 70% of students graduated from high school. | | 0-13 | 13 | 1-70 | 70 | 0.00 |
| Notes | | | | | | | |

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|---|--------|-----------------|---------------|
| | | Result | Points Possible | Points Earned |
| Measure 1 | <p>Is the school ***?</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p> | | | |
| Notes | <p>Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. XCS 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. XCS 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. XCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p> | | | |

| 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? | | 25 | |
| | <p>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.</p> <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 15 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| 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? | | | |
| | <p>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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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.</p> | | 25 | |
| | <p>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.</p> | | 15 | |
| | <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | <p>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.</p> | | 25 | |
| | <p>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.</p> | | 15 | |
| | <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 2b GAAP | Is the school following Generally Accepted Accounting Principles (GAAP)? | | | |
| | <p>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.</p> | | 25 | |
| | <p>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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| | Notes | | | |

| GOVERNANCE AND REPORTING | | Result | Points Possible | Points Earned |
|--|--|--------|-----------------------|---------------|
| Measure 3a Governance Requirements | <p>Is the school complying with governance requirements?</p> <p>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.</p> <p>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.</p> <p>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.</p> | | 25 15 0 | 0.00 |
| Notes | | | | |
| Measure 3b Reporting Requirements | <p>Is the school complying with reporting requirements?</p> <p>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:</p> <p>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 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.</p> | | 25 15 0 | 0.00 |
| Notes | | | | |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | Result | Points Possible | Points Earned |
| Measure 4a Student Rights | <p>Is the school protecting the rights of all students?</p> <p>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 recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>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.</p> <p>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.</p> | | 25 15 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 | | | <u>0.00</u> | |
| <hr/> | | | | |
| 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 | | | <u>0.00</u> | |
| <hr/> | | | | |
| 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 | | | <u>0.00</u> | |

| 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 occupancy 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 |
| 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 |
| 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? | | | |
| | <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 25 | |
| Notes | | | 0 | 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | 25 |
|---|---|-------------------------------|---|
| <p>Measure 1a Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p> | <p>Result</p> <p>50</p> <p>10</p> <p>0</p> | <p>Points Possible</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |
| <p>Measure 1b Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>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.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p> | <p>Result</p> <p>50</p> <p>10</p> <p>0</p> | <p>Points Possible</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |
| <p>Measure 1c Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p> | <p>Result</p> <p>50</p> <p>30</p> <p>0</p> | <p>Points Possible</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |
| <p>Measure 1d Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p> | <p>Result</p> <p>50</p> <p>0</p> | <p>Points Possible</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--------|-----------------|---------------|--|----|--|--|----|--|--|----|------|--|---|------|--|--|------|
| <p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p> | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 10 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2b Debt to Asset Ratio</p> | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 30 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2c Cash Flow</p> | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | | 30 | | | 0 | | | | 0.00 |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2d Debt Service Coverage Ratio</p> | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 0 | | | | 0.00 | | | | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

XAVIER 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 | 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 | | | 1050 | 100% | |
| - 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 |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. XCS 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. XCS 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. XCS 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% | | | 0.00% |
| 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% |

XAVIER CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|-----------------------------|-----------------------------|-------------|-----------------------------|------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% | of points possible | 90% - 100% | of points possible | 85% - 100% | of points possible |
| <p>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.</p> | 55% - 74% | of points possible | 80% - 89% | of points possible | 65% - 84% | of points possible |
| <p>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.</p> | 31% - 54% | of points possible | 61% - 79% | of points possible | 46% - 64% | of points possible |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 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 be 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

Xavier Charter School
April 17, 2014

Xavier Charter School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol



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:

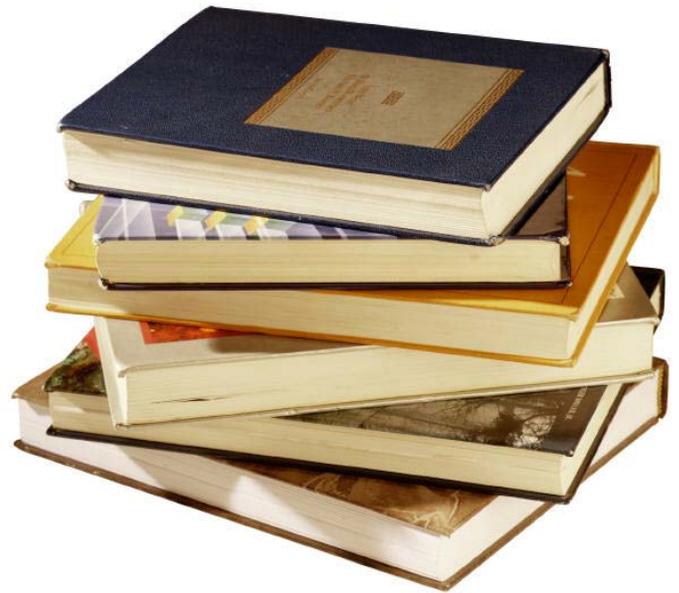
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

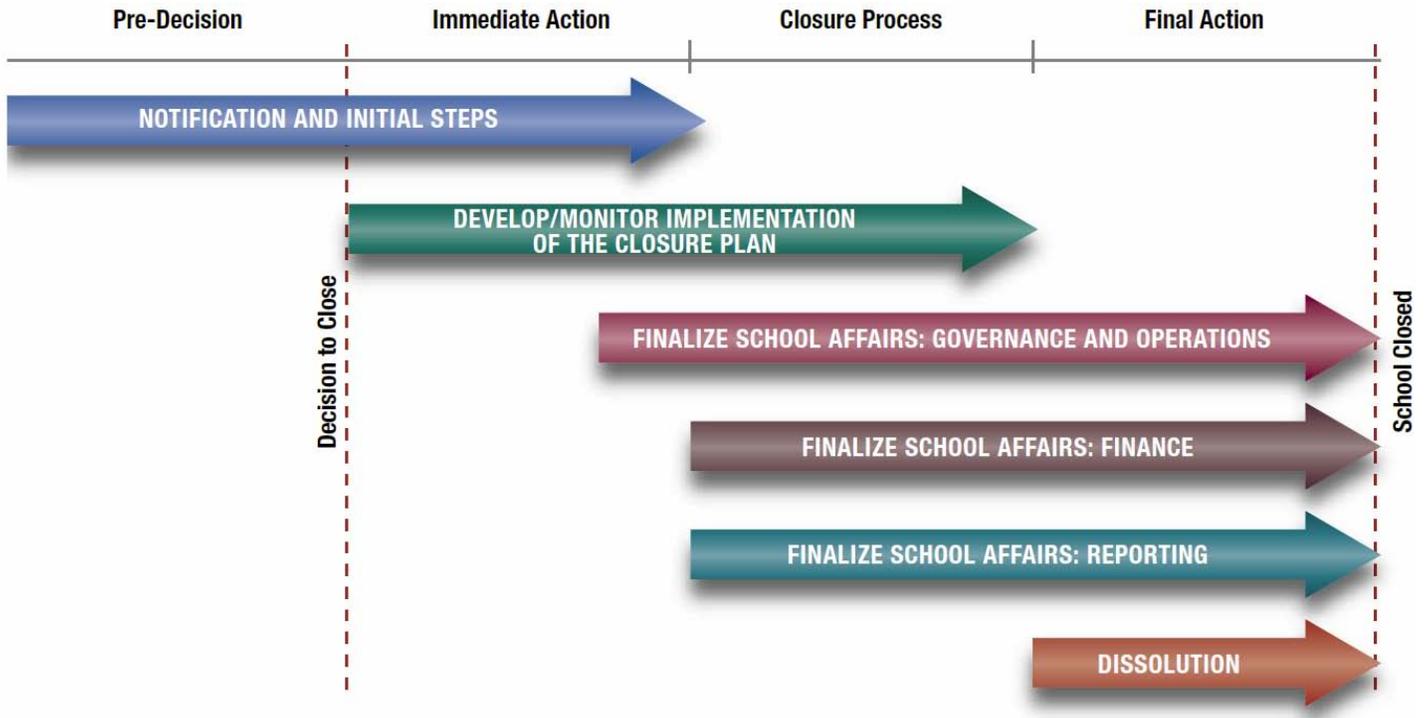
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 | | | |

| | | | | |
|--|-------------------------|--|--|--|
| <p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. | <p>School, PCSC</p> | | | |
|--|-------------------------|--|--|--|

Develop/Monitor Implementation of the Closure Plan

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Another Choice Virtual Charter School, 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 February 5, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; 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 2010. 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 **April 17, 2014**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. School Mission. The mission of the School is as follows:

Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on

- i. Academic achievement,
- ii. Development of social competence,
- iii. Post-secondary preparedness,

iv. And the development and advancement of student's technological skills.

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:

- **Our Vision:** Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.
- **Educational Philosophy:** Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
- **Implementation:** Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:
 - i. Various online curriculums to provide core instruction.
 - ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
 - iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
 - iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
 - v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
 - vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

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 504 students. The maximum number of students who may be enrolled per class/grade level as well as the rate at which the school may expand to full capacity, shall be as follows:

| | Grades K-6 | Grades 7-12 | Total |
|------------------------------|-------------------|--------------------|--------------|
| 2014-2015 | 115 | 265 | 380 |
| 2015-2016 | 133 | 305 | 437 |
| 2016-2017 & after | 153 | 351 | 504 |

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. 1014 W. Hemingway Blvd., Nampa, ID 83651. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School's primary attendance area is as follows: Idaho Education District Three, Treasure Valley.

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 **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Another Choice Virtual 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

Another Choice Virtual School, Incorporated
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

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
1014 W. Hemingway Blvd.
Nampa, Idaho 83651
Contact Person:
Laura Sandidge or Kelsey Williams
Phone: 475-4255
FAX: 475-4274

Executive Summary:

In discussions with families and educators of individuals with and without disabilities, it became clear to the founding leaders of Another Choice Virtual Charter School that Idaho, and the Treasure Valley specifically, needs a charter school built on academic achievement, the development of social competence, and connections to the community with a primary focus of having individuals with disabilities as full and active members of their school and community. Since charter schools are mission-driven and locally governed, they are able to design a coherent school program that capitalizes on the strengths of the individuals and the community they reside in to meet the needs of all students. With management and governance decisions under one roof, charter schools eliminate the bureaucratic decision-making that often does not have the best interest in mind for individuals with, and or without, disabilities. Another Choice Virtual Charter School means to capitalize on building upon the strengths of each of their students by proposing a school design that will meet the mission's goals of high academic achievement, social competence, and strong connections to community resources for all students. In order to meet these goals, the founding team has drawn heavily on the effective practices of other charter and district schools as well as the current research in best practice for education of all children.

Another Choice Virtual Charter School will offer all grades, kindergarten through senior high. Every effort will be made to offer preschool as well. Another Choice Virtual Charter School is a public charter that is based on ethical and morally sound standards. Idaho State standards have been accepted as our educational guidelines for verification of student academic success. The Department of Education in Idaho has six accepted regions that make up the state educational boundaries. Another Choice Virtual Charter School primary attendance area will initially fall within the full scope of the Treasure Valley or educational region three. After one year of successful operation within the Treasure Valley, the Another Choice Virtual Charter School Board will make a decision to expand the school attendance zone by up to two regions per year if deemed appropriate

by the Commission. All expansions will be brought forth to the Commission prior to implementation. Therefore, Another Choice Virtual Charter School could be state wide within four years of initial operation.

When a sample of four charter schools and four public schools in Idaho Education district three were reviewed it was found that on average the percentage of special education population for non charter public schools was approximately 12%; when looking at the sample of four public charter schools the average percentage of the special education population was exactly half that, or 6%. This was found to be unacceptable to the founding leaders of Another Choice Virtual Charter School. Our vision is to have all students represented in a manner more consistent with the general American population. According to the 2000 Census 29% of the families living in America have some form of a disability represented within their membership. Another Choice Virtual Charter School would minimally want to reflect that level of appropriate representation (Disability and American Families 2000 found at <http://www.census.gov/prod/2005pubs/censr-23.pdf>).

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Tab One

Organization

Articles of Incorporation and By-Laws of Another Choice Virtual Charter School, Inc.

See Appendix One.

Signature of Qualified Electors

See Appendix One.

Vision and Mission Statement

Our Vision:

Through positive academic and social learning opportunities and an educational learning environment that meets the specific learning needs for all, Another Choice Virtual Charter School seeks to make a lasting change in their students by providing a higher quality of life, now and in the future.

Our 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.

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.

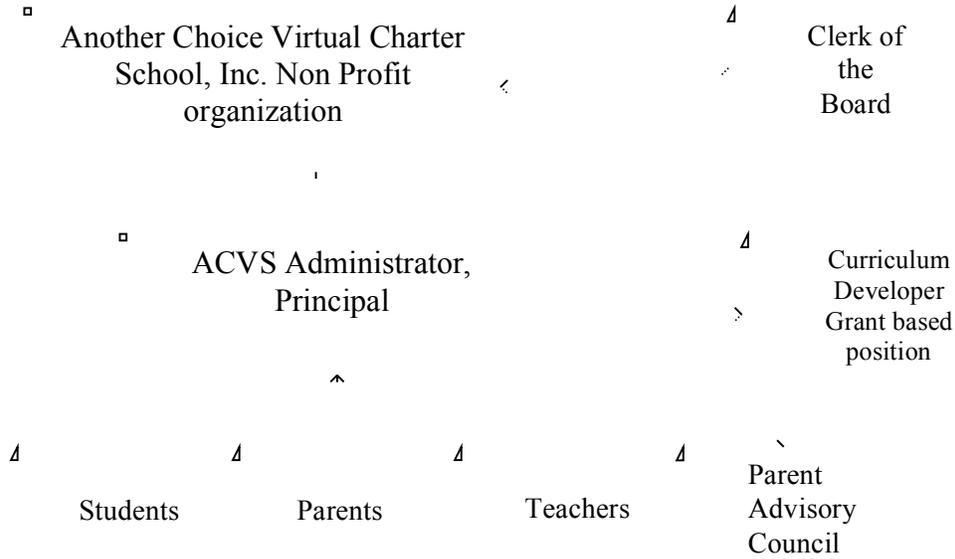
The ACVS Board, as a Board, has the full power and duty to manage and oversee the operation of the Corporation's ACVS business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to ACVS Board by the State 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.

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 3: EDUCATIONAL PROGRAMS AND GOAL

Educational Programs

A school day for individuals attending Another Choice Virtual Charter School will look very similar to any other public school. Students will be required to attend school and to advance in their learning. Idaho state standards will guide the curriculum choices. The curriculum packages that have been selected are aligned with Idaho state standards. Teachers will have classrooms assignments, caseloads and office hours as any other school would. They will be responsible to meet the needs of all students and to assist parents in being an active part of their child's learning. General education teachers and special education teachers will work collaboratively to assist all students. Students attending ACVS will be held accountable for assignments and attendance as they would be in any other public school.

However, there will be significant differences as well. In ACVS learning is personalized and continually visible for all students. Parents will be an active part of their student's education, but will not feel as if it is their responsibility to be the teacher. Certified teachers will be making the lesson plans and accommodations in a collaborative manner as necessary. The general education teacher to student ratio will be approximately 40 to one during the first year of operation. Students with special needs will additionally have a certified special education teacher working with them which will significantly reduce the teacher student ratio in those situations. While the lesson plans and corresponding activities will be developed and implemented by certified teachers they will be delivered via the Blackboard School Central™ learning management platform. This system will allow students to take advantage of a variety of technologies that can facilitate learning. Students will have the capacity to start and stop their school day in a more flexible manner which will allow them to maximize their learning potential. Assistive Technology will not be for just some students, it will be for all. Social skill and language development will be a priority for all. Our hope is to make ACVS a model school that will allow students to excel in their academics as well as in their social skills and civic responsibility which will in turn make well rounded and well grounded citizens.

With that goal in mind the curriculum choice was of paramount concern. It is required by federal law that individuals qualifying for special education have individually designed instruction based on the general education curriculum, which is guided by state standards or set grade level learning expectations. It is very important to the Board that the curriculum be able to engage all levels and ages of the student body. This is complicated within the virtual format. Therefore, it was determined that a mixture of cohesive curriculums aligned with Idaho state standards would be required. ACVS will use the following research based curriculums:

- Waterford Early Learning™, developed by Pearson Digital Learning;
- Success Maker™, developed by Pearson Digital Learning;
- ELLis Academic™, developed by Pearson Digital Learning; and
- Nova Net Curriculum™, developed by Pearson Digital Learning.

All of these programs work seamlessly across all grade and ability levels, K through 12 using the BlackBoard learning management platform. Students with Limited English Proficiency can also utilize these programs. The curriculum can be adapted easily at the objective level for all grades which allows for the luxury of providing enrichment and accommodations if needed with minimal teacher assistance. The programs themselves are able to monitor student performance with dynamic data sequencer technology which allows for built in remediation and reintroduction if needed. The programs will initiate cumulative review of curriculum for retention of material as well as progress students on to the next level of learning if they are ready. These programs also connect with assistive technology as needed.

During the first year of operation the majority of students will be elementary age, therefore the majority of teachers will be elementary teachers. However, ACVS will have a small secondary program which will require the hiring of highly qualified core area secondary teachers that will use the NovaNet™ curriculum, an easily accessible curriculum for students through the twelfth grade. During the first year of operation it is not expected that ACVS will be hiring full time secondary teachers. The Idaho Department of Education allows Idaho teachers to teach up to a 1.33 FTE when the

teaching is combined with a virtual format. This provides both our students and secondary teachers with a great opportunity. Students can benefit from highly qualified secondary teachers that are very knowledgeable in their core subject while teachers can experience teaching within the virtual format for their desired core area while maintaining another full time position at another school if desired.

I. Educational Programs and Services

ACVS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school environment infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others. Styles and rates of learning are thoroughly taken into account on every level, yet expectations for achievements are not compromised. ACVS promotes a positive and supportive learning environment continually, therefore, when there is low threat of physical and/or emotional harm, and academic content is highly engaging and challenging for all, accelerated learning will take place for all students!

II. Educational Thoroughness Standards

ACVS will achieve the Thoroughness Standards (as defined in § 33-1612, Idaho Code) through its basic and expanded curriculum offerings, which include character education, social skill development, and community, school, and family service projects.

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

Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others. Each student has the right to participate in their school and learning experience without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe and supportive learning environment for his/her student. The philosophy of ACVS is grounded in the belief that when individual differences are taken into consideration, there is a low threat

of physical or mental harm, and when curricular content is highly engaging and challenging, accelerated learning takes place for all. ACVS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness, empathy, being able to articulate and verbalize emotions and tapping into each student's innate need to know the limitations or boundaries that are continually put on an individual in any setting, all while facilitating and protecting their dignity.

Objectives. ACVS will regardless of setting location:

- a. Provide a learning environment which may include facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to participate fully in their child's education and to participate in the school's activities. There will be advertised opportunities.
- d. Develop a staff/student handbook to provide rules and guidelines for on-line and 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 locations if applicable, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

Goal. Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior. The atmosphere created by our focus on empathy and kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with

students as students will not be afraid to take academic risks, such as asking or answering questions in front of peers, or in the virtual environment, because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is an environment that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

Objectives. ACVS will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the educational setting. This will be available on line at all times.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using Ron Clark’s “Essential 55,” “Excellent 11” and “Great Expectations”; “The Daily Five: Fostering Literacy Independence in the Elementary Grades” by Gail Boushey and Joan Moser; “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series)” by Rita-Marie Conrad and J. Ana Donaldson; and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism” by Temple Grandin, and Sean Barron.
- c. Establish and maintain rules to be used consistently throughout the learning environment.

C. 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. ACVS will:

- a. Emphasize the importance of adults modeling important values in the learning environment. This is done through expectation training in which teachers clearly illustrate and define what empathy and kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school’s emphasis on empathy and kindness. The student will have a variety of

opportunities for social interaction both on line and through community service projects.

b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.

c. Evaluate and report student service hours to teachers and/or advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

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

Goal. Teach students a range of effective verbal and nonverbal communication skills.

Objectives. ACVS will:

a. Emphasize meaningful language and social interaction experiences. This will be measured through weekly evaluations.

b. Emphasize meaningful language experience in reading, writing, spelling, and core content materials with enhanced dramatization and memorization. This will be measured through weekly evaluations.

c. Use an age-appropriate curriculum that supports development of a variety of communication skills, including written and verbal.

d. Provide instruction in a foreign language in grades K-8 as budget permits.

Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Students in grades 9-12 will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced language study if courses are not available directly through ACVS.

e. Provide instruction in music, dance, and art as budget permits. This will provide many opportunities for social interaction with peers.

E. Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided. ACVS will utilize approved curriculum choices that will follow Idaho adoption protocol which has its basis in Idaho Code and is defined in the Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.

Goal. Develop an educated citizenry that is prepared for the 21st century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies as well as in technology while being able to access current information. ACVS has determined that an educated person in the 21st century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

Objectives. ACVS will:

- a. Use the Idaho State Department of Education's Academic Standards as a starting point to be enhanced by the Core Knowledge® Sequence and a variety of other creative methods.
- b. Use a variety of methods, both digital and tangible, to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot will be determined by the first year's student body.)

F. 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.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills.

Vocational education opportunities will be available and required by students in grades higher than 9th grade.

Objectives. ACVS will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and written computational skills.
- b. Provide a strong foundation in the social competencies that will allow individuals to enter the job market and retain successful employment.
- b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

G. Standard G: The students are introduced to current technology.

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

Objectives. ACVS will:

- a. Provide a strong foundation in technology skills by using a virtual format to deliver education.
- b. Develop a technology team that is composed of representatives from all segments of the school and the community, administrators, teachers, parents, and local businesspeople that have expertise in technology and telecommunications.

A team leader will be designated who is able to delegate responsibility to individuals or committees and keep the team on task. The team's responsibility is to develop a plan for integrating technology into the school based on the school's educational vision. The plan will be a part of an overall school-improvement plan. After development, this plan is periodically reviewed and updated.

c. The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers.

d. Professional development and support for staff will be provided on an ongoing basis.

e. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.

H. 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 basic skills that will enable them to be responsible citizens in their home, school, and community.

Objectives. ACVS will:

a. Provide students with basic skills in understanding what it means to be a responsible citizen in their home, school, and community by specifically using the Idaho Standards standard in Civics and Government and Global Perspectives and linking those standards with on-going school based activities.

b. Document the level of civic engagement and the linking of civic education knowledge and skills to service learning or community service, in grade levels four (4) and higher. c. Professional development and support for staff will be provided on an ongoing basis that will allow all teachers to understand the impact of civic engagement on student learning and provide opportunities for students to engage in civic life, politics, and government.

III. Educated Person

A. Definition of an "Educated Person"

ACVS has determined that an educated person in the 21st century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

ACVS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks or grade levels. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language. ACVS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

- Foster the love of learning and independence by using self-discovery, self-awareness, and self-discipline;
- Develop an awareness of and appreciation for cultural and learning diversity;
- Stimulate intellectual curiosity and growth;
- Provide fundamental career concepts and skills;
- Help the student develop sensitivity and empathy to the needs and values of others and respect for individual and group differences;
- Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
- Develop the fundamental skills which will provide a basis for lifelong learning; and
- Be free of any cultural, ethnic, sexual, or religious bias.

B. Methods of Instruction

The teacher will work with the multiple learning styles of their students by using interactive and multi-media content. Blackboard School Central™ will be used, which is

a fully-hosted and secure learning platform. If appropriate, the student will initially receive a nationally normed placement test called the BASI, Basic Achievement Skills Inventory. This 2.5 hour computer provided test, along with measuring annual progress, will assist the teacher to determine educational placement. The teacher, with the full support of the curriculum and the curriculum coordinator, will create assignments, projects and assessments that are aligned with Idaho standards and congruent with the student's way of learning. If the student qualifies for special education services, the special education teacher will also be a part of this process. The teacher will utilize synchronous and asynchronous tools specifically through Wimba's Collaboration Suite Express which provides instant messaging, virtual classrooms, blogs and discussion boards. Teachers will be able to provide lessons that are digitally recorded, with both audio and synchronized visuals. Teachers will use observational data, such as traditional grading mechanisms and tracking data via e-mail and log in's. They will also have access to Blackboard Grade Center™ which assists teachers to create assignments and assessments with the capacity for instant feedback. Assignments have the potential to be automatically graded and recorded in the integrated Grade Center. Parents can greatly benefit by being provided with a parent login that will provide access, in real-time, to their student's grades, assignments, tasks, and upcoming tests, making them a vital part of their student's education.

Teachers will receive in-service training on the curriculum prior to school beginning. Additionally, they will continually develop their skills in both teaching and on-line teaching through a variety of in-service opportunities. ACVS has a relationship with two community partners Northwest Nazarene University, NNU and Boise State University, BSU. Both universities are interested and able to provide all our teachers with a variety of course work that will develop their capacity to provide on-line instruction. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student

population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

IV. Curricular Emphasis

A. How Learning Best Occurs

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals, and the support required in order to reach those goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors, advocates, and/or learning coaches as needed;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The curriculum coordinator will be responsible to ensure a variety of quality curriculums are made available for all ACVS students. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new curriculum or textbooks as well as courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with ACVS's educational philosophy, mission statement, objectives, and goals.

B. Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. ACVS will ensure students meet the school standards with the state standards as a minimum. This includes special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school’s curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

C. Remediation

ACVS will comply with the requirements of IDEA and Section 504. Evaluation of progress assessment data could prompt additional help that could include remediation, tutoring, and/or evaluation for Special Education services. Data indicators include, but are not limited to:

1. Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual.
2. Not reaching grade level on state adopted standardized tests;
3. Reading below grade level as determined by IRI in grades K through 3—teachers will use multiple sources of data such as the BASI, classroom grades, fluency checks, comprehension checks, and/or other computerized programs to determine a student’s reading level; and/or
4. Failure to do math at grade level as determined by the BASI or other program assessments and/or on state adopted standardized tests.

D. Instructional Methodologies

All curriculum taught at ACVS will be reviewed and approved by ACVS’s Board.

1. *Ron Clark’s, “Essential 55”*

ACVS will utilize Ron Clark’s, “Essential 55,” which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of

the work load; and working cooperatively with others to reach group consensus. ACVS will strongly encourage every parent to read the book. This will familiarize them with Clark’s code of conduct and methodologies, which will be used by teachers.

2. *Great Expectations*

ACVS will utilize *Great Expectations*, which is a professional development program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere; creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. ACVS will utilize the following books and programs “The Daily Five: Fostering Literacy Independence in the Elementary Grades;” “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series);” “Core Knowledge® Sequence materials;” and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries through the Unique Perspectives of Autism,” in their professional development program to:

- a. provide teachers and administrators with the skills needed to deliver appropriate educational services to diverse learners in an on-line format.
- b. create an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation, all of which result in improved academic achievement; and
- c. to ensure the belief that all students can learn, no matter what labels have been placed on them is continually addressed.

E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, global perspectives, and sociology.

ACVS may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks. The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension. Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

F. Grading Procedures

ACVS students will be required to meet established academic standards and graduation requirements adopted by the Board. The Board will establish and/or approve grading procedures for students enrolled in supplementary (such as Idaho Digital Learning Academy) programs and other public school dual enrollments as well.

ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language capacity will be gaining growth so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Elementary School (Grades 1-8)*

a. Other required instruction for all students and other required offerings include:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

b. Additional instructional options as determined by ACVS include:

Foreign Language (Spanish)

Keyboarding

2. *High School Curriculum and Focus (Grades 9-12)*

a. The high school curriculum is composed of required classes and elective classes. All students take required academic and non-academic classes as well as a variety of elective classes which will include vocational placements.

b. Required Classes

i. Freshman Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

ii. Freshman Elective Courses will be offered

iii. Sophomore Required Core Courses General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

iv. Sophomore Elective Courses will be offered

v. Junior-Senior Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English 101 and 102

| | |
|---|-------|
| Algebra and Higher level Math as needed for the student | |
| American National Government | |
| Economics 201-202 | |
| Concepts of Biology | |
| vi. General Education Credits | 29 |
| Communication..... | 1 |
| English | 8 |
| Mathematics..... | 6 |
| Social Science | 5 |
| Vocational Studies | 6 |
| Total Credit Hours Required,..... | 46-55 |

ACVS recognizes students will need to be given the necessary instructional time and accommodations in order to achieve this standard.

H. Alternative Credit Options will be outlined in the student handbook.

I. Graduation Minimum Requirements (IDAPA 08.02.03 105, 106, 107)

- a. For specific graduation requirements see the student handbook.
- b. GPA of 75% on a 100% scale to receive an academic diploma.
- c. 5 of the 17 required elective credits must be vocational in nature.
- d. Provision of educational programs and services such as HIV/AIDS education, family life/sex 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, 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.

V. Special or Alternative Programs

Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA)

While the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA) all have different definitions of disability and all three have different purposes and guidelines, ACVS will ensure that all three federal statutes are adhered to as it pertains to ACVS student body and staff. ACVS designs their academic programs based on student strengths in order to ensure that an optimal learning environment is ensured for all students. ACVS provides a Special Education Program in full accordance with federal and state regulations and guidelines. ACVS will adopt the Idaho Special Education Manual from the State Department of Education The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer.

ACVS will ensure that students who meet the definition of disability as outlined within the Educational Law of IDEA are identified, evaluated and provided with appropriate educational services, including related services, assistive technology, and Extended School Year, in the least restrictive environment possible to ensure attainment of all their goals. For those students who need or are believed to need special instruction and/or related services under IDEA, ACVS will establish and implement, prior to student enrollment, a system of procedural safeguards. The safeguards will cover students' identification, evaluation, meeting protocol, development of educational goals if necessary, placement, and continued program development as necessary. This system will fully comply with all IDEA regulations.

ACVS will ensure that students and or staff who meet the definition of disability as outlined within the Civil Rights Law of Section 504 and/or ADA will receive the accommodations they need in order to be successful in their endeavors. Prior to the first day of school an ACVS policy will be clarified that delineates what constitutes a 504 accommodation and who would be eligible.

Eligibility

ACVS will provide a free and appropriate public education (FAPE) to qualified students who have meet the definition of a disability as outlined in the Idaho Special Education Manual 2007, chapter four. A free and appropriate public education will consist of regular and/or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. “Qualified students with a disability” for whom ACVS will provide these services are students with a disability who are: between the ages of three through the end of the first semester in which they turn twenty-one; or of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to develop and monitor Individual Education Plans (IEPs) and supervise the implementation as written in a collaborative manner with the general education teachers. Current IEP’s may be accepted from another school; however modifications may be required to adjust to the virtual environment of ACVS. The special education teacher, and/or learning coach under his/her supervision, will provide services as determined through the IEP Team meeting. The special education teacher and general education staff will collaborate fully in order to ensure a successful educational experience for all students.

Students protected under either IDEA, Section 504, and/or ADA will be determined to meet the definition of disability by the federal law they seek protection under.

Evaluation

ACVS will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection,

administration, or interpretation of evaluation materials. ACVS will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by ACVS include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

ACVS will adopt the Idaho Special Education Manual. All forms used by ACVS will comply with, if not fully replicate, State forms.

Pursuant to Section 504 regulations, ACVS will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration either the duration or expected duration, of the impairment and the extent to which it actually limits a major life activity of the student.

All evaluations, whether actually administering the evaluation or gathering specific information will be done without discrimination or bias, presumptions, and/or stereotypes regarding persons with disabilities or classes of such persons. If parents disagree with the determination, a request for a due process hearing may be made.

Impartial Due Process Hearing

If there is a dispute between the parent of a student who qualifies under IDEA and ACVS with respect to: (1) the identification of the student as qualifying for IDEA; (2) evaluation

of the student; and/or (3) the educational placement of the student; and/or (4) IEP implementation concerning the child, the individual is entitled to certain procedural safeguards. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 13 of the Idaho Special Education Manual 2007) in regards to these disputes. The student will remain in his/her current placement until the matter has been resolved through the process set forth.

If the parent of a student who qualifies under Section 504, or ADA for accommodations disagrees with a decision of ACVS with respect to: (1) the identification of the student; (2) the obtaining of evaluations of the student; and/or (3) the determined accommodations set forth for the student, the individual and/or their parents will resolve the issue through the following process.

- a. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with ACVS.
- b. The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer. That individual will make every effort to resolve the conflict at that level.
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same by the appointed Compliance Officer. If it is determined that the designated Compliance Officer is not appropriate to serve as the monitor of the proceedings a Hearing Officer will be assigned.
- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, ACVS will provide the parent and all other interested parties with notice of the person selected.
- e. Within five (5) days of ACVS's selection of a Hearing Officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the

issues to be heard and stipulate to undisputed facts to narrow the contested factual issues.

f. The Compliance Officer will in writing notify all parties of the date, time and location of the due process hearing.

g. At the hearing, ACVS and the parent may be represented by counsel.

h. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. ACVS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The Hearing Officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the Hearing Officer will close the hearing. The Hearing Officer may request that both parties submit proposed findings of fact, conclusions and decision.

i. Within twenty (20) days of the hearing, the Hearing Officer should issue a written report of his/her decision to the parties.

Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

Grading Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 7 of the Idaho Special Education Manual 2007) in regards to grading. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of Idaho Special Education Manual:

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.
2. Adapted course work may be noted on the transcript if the parent and/or adult student is informed in advance and the designation is not discriminatory. More specifically, cannot identify the student as having a disability or receiving special education.
3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

Disciplinary Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. However, ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 12 of the Idaho Special Education Manual 2007) in regards to discipline.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students. By law, ACVS is required to provide for special instructional needs of gifted and talented students enrolled in ACVS. The Board, in conjunction with the Principal and staff, will develop the State required plan for ACVS's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. ACVS's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years. The Board designates the Principal or his/her designee to be responsible for development, supervision and implementation of ACVS's

gifted and talented program. Such program will include, but not be limited to, the following:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

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

Development of a continuum of services, ranging from general enrichment, to curriculum differentiation, to acceleration, is recommended by the National Research Center on the Gifted and Talented for challenging gifted and talented students. Additionally, there are a variety of methods for meeting the educational needs of gifted students. Acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping, and differentiated instruction are some of the options. ACVS will review all of those options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

Limited-English Proficiency (LEP) Program

ACVS anticipates an initial enrollment ranging from 100-200 students. ACVS attendance zone is education region 3, or the Treasure Valley, within the Treasure Valley the most prevalent ethnic group are individuals of Hispanic or Latino origin, based upon the 2006 Idaho Census. This population does not have a consistent representation throughout the Treasure Valley, for example, according to the census; individuals of Hispanic or Latino origin constitute 9% of the general population in Idaho, in Canyon County that percentage increases to 21%, while in Boise the percentage reduces to 4.5%. With those statistics in mind it could be feasible that ACVS could anticipate Limited-English Proficient (LEP) students could make up 10-20% of our total enrollment. In accordance with the Board's philosophy to provide a quality educational program to all students, ACVS will provide an appropriately planned instructional program for

identified students whose dominant language is not English. ACVS has specifically made choices on our curriculum, particularly with ELLis Academic, for individuals with limited English proficiency. The purpose of ACVS LEP program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services. ACVS will maintain an effective means of outreach to encourage parental involvement in the education of their students. The BlackBoard School Central learning platform can convert to a variety of languages. This will be accomplished at the beginning of each school year. ACVS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP Program

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures

ACVS's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

- A. Program goals - Students whose dominant language is not English should be enrolled in ACVS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of ACVS. Students will be identified by teacher referral and by appropriate testing. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a learning coach.
- B. Student Enrollment Procedures - ACVS will establish the following procedure for identifying students whose language is not English.

1. ACVS will have registration cards for every new student that includes at least the question:
What is the primary language spoken in the home?
2. If a response is any language other than English, ACVS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
4. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills.
5. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of “high quality language instruction,” based on scientifically-based research.
6. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
7. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress

1. ACVS’s testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering the Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable ACVS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.

4. ACVS will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students' level of English proficiency.
5. ACVS's testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to ACVS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. ACVS's testing coordinator will administer the IELA each spring (approximately February through April).
8. ACVS plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with

simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 – Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning. Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 – Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they

may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning. Early Fluent and Fluent reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures). The tables below show the correspondence between scale scores obtained on the Idaho English Language Assessment (IELA) and Idaho English Proficiency Levels. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time (with the restrictions cited above), but they are not useful in gauging absolute levels of performance unless they are mapped onto proficiency levels as they are in the tables that follow. The mapping of score ranges onto proficiency levels is based on the results of a formal Standard Setting process involving Idaho educators. These tables can be used to determine a student's level of proficiency based on total test results and within each language domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him. The first table below shows the range of Total IELA scale scores that correspond to each of five proficiency levels.

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing, and Comprehension.) Only three proficiency levels are reported because the individual language domain tests do not include a sufficient number of items to reliably report more than three levels.

| Language Domains Proficiency Levels | | | | |
|-------------------------------------|-------|-----------|--|------------------------------|
| Form | Grade | Beginning | Advanced Beginning to Intermediate | Early Fluent and Above |
| A | K | Below 80 | 80-99 | 100 and above |
| B1 or B2 | 1 | Below 80 | 80-99 | 100 and above |
| | 2 | Below 83 | 83-108 | 109 and above |
| C1 or C2 | 3 | Below 80 | 80-99 | 100 and above |
| | 4 | Below 81 | 81-106 | 107 and above |
| | 5 | Below 85 | 85-107 | 108 and above |
| D1 or D2 | 6-8 | Below 80 | 80-99 | 100 and above |
| E1 or E2 | 9-12 | Below 80 | 80-99 | 100 and above |

D. Exit from LEP Program - ACVS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
 - a. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
 - b. Secondary: Core content area GPA (non-modified) of 2.0; or
 - c. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Taking into consideration the State recommended exit criteria, ACVS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

E. Return to LEP Program - In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed:

1. ACVS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. ACVS's testing coordinator will recommend that these students be tested, so that further monitoring can take place.

Additional forms of monitoring an exited student will be:

- a. classroom teacher observations
- b. classroom or unit assessments
- c. student work
- d. other statewide assessments
- e. conversations with the student and parents

2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, ACVS's testing coordinator will make sure all documentation is placed in the student's cumulative file.

3. ACVS's reclassification form for the student file might include, but may not be limited to the following:

- a. Date
- b. Student name
- c. Student ID number
- d. Student LEP number
- e. Original entry date into the LEP program
- f. Exit date of original LEP program
- g. Total previous years in the (an) LEP Program prior to exiting
- h. Criteria for originally exiting the LEP program
- i. Reason for placing the student back into the LEP program
- j. Signature of LEP Coordinator
- k. Signature of Principal
- l. Copy of notification letter sent to parents

4. ACVS will notify the parent in writing if the student is placed back into the LEP program. The parent may still opt to waive services. If the parent waives services, documentation should be placed in the student's file.

5. If the student is placed back in a program, then they will again be coded as LEP for testing purposes. ACVS will track the exact number of years (total) that a student has been in an LEP program.

LEP Instructional Program, Educational Approach, and Classroom

Accommodation

A. ACVS will use of the “sheltered English instruction” as it has produced positive results according to the Idaho State Board of Education and ERIC, the Educational Resources Information Center.

B. ACVS feels teacher in-service helping teachers become proficient in the sheltered model matches our model of teaching to the student needs using proven protocol.

C. The following are examples of some of the methods teachers will employ:

1. Extralinguistic cues such as visuals, props, and body language (Parker, 1985).
2. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
3. Interactive lectures with frequent comprehension checks.
4. Cooperative learning strategies (Kagan, 1985).
5. Focus on central concepts rather than on details by using a thematic approach.
6. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

D. The Principal will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher’s aides and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.

1. Teachers will be given instruction on use of the SIOP model, including the following components:

- a. Component 1: Lesson Preparation
- b. Component 2: Building Background
- c. Component 3: Comprehensible Input
- d. Component 4: Strategies
- e. Component 5: Interaction
- f. Component 6: Practice/Application

g. Component 7: Lesson Delivery

h. Component 8: Review and Assessment

2. The Principal will monitor progress of each teacher in the model.

E. Deborah J. Short, Center for Applied Linguistics and Jana Echevarria, California State University, Long Beach (1999) Conclusions referenced Darling-Hammond (1998, pps. 7-8), in which the kinds of knowledge teachers need to prepare students for standards-based instruction include the need for teachers to:

1. Understand the subject matter deeply and flexibly.
2. Know about learning (teaching strategies, decision-making strategies about the content to cover and the best way to do so, assessment strategies, language acquisition theory.
3. Know about curriculum resources and technologies.
4. Know about collaboration-their collaboration with other teachers, students collaborating together, and collaboration with parents.
5. Be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction.

F. Additional Support

1. Students not achieving at expected levels will receive additional help with the infusion of a direct pullout program if needed, in which the student is temporarily removed from the educational environment for specialized attention. The program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.
3. An ELP is required for any student who has an accommodation on a state-wide or district-wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom. The intention is that every school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is

recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

Staffing and Professional Development

1. An effort will be made to provide some in-service every year on achieving successful sheltered instruction.
2. The Principal will utilize the SIOP model to evaluate use of sheltered instruction.
3. All learning coaches or paraprofessionals who work with LEP students will preferably have experience, training, or language study in the language of the majority of the LEP population.
4. Because sheltered instruction is quality instruction, ACVS will promote using the model in all classes and all lessons.

Equal Access to Other School District Programs

1. Statewide Assessments: Idaho Standards Achievement Test (ISAT), Idaho Reading Indicator (IRI), Direct Writing Assessment (DWA) and Direct Mathematics Assessment (DMA).
 - a. LEP students must take the ISAT, DWA, DMA and IRI tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock-Munoz is able to administer the Spanish IRI for a student.
 - b. ISAT

All LEP students must take the ISAT. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs. Those LEP1 students still must take the Math ISAT so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations. All other LEP students will be coded as LEP and take all ISAT tests. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency

calculations, only if they are specifically coded as LEPX. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT.

Rules Governing Thoroughness 08-02-03-0502.111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

2. Parents will be contacted to inform them of available programs and activities in the school and how to qualify.

Parent and Community Involvement

ACVS will communicate in writing with all parents.

A. Notification of Placement and Parental Rights

1. Each District or School serving English language learners shall inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student.

2. The following information should be included in the Notification of Placement:

- a. The reasons for the identification, which may include results from proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
- b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Please include the name of the test and the date the test(s) was administered.
- c. Methods of instruction used in the program in which the LEP student is or will be participating in.
- d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.

- e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
 - f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
 - g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
 - h. How the program meets the objectives of the individualized education program of a child with a disability.
 - i. Information pertaining to parental rights that include written guidance on:
 - i. the right that parents have to have their child immediately removed from the program upon their request;
 - ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
 - iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.
3. Open meetings will be conducted throughout the year with appropriate interpreters present.

Program Evaluation, Review, and Improvement

ACVS will evaluate the success of the LEP Program to ensure student success.

A. Using Data to Drive Decision Making for LEP Programs Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that schools should consider when disaggregating data:

- a. Race/ethnicity
 - b. Gender
 - c. Migrant, Immigrant or Refugee status
 - d. Free or reduced lunch
 - e. Individualized Education Plan (IEP) for special education
 - f. Gifted
 - g. LEP Program of service
 - h. 1st year in a U.S. school (LEP1)
 - i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
 - j. English language proficiency assessment data (IELA)
 - k. Academic achievement data
 - i. Classroom grades
 - ii. ISAT, IRI, DWA, DMA
2. ACVS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.
3. ACVS will use the following grading procedures for students participating in LEP programs:
- a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
 - b. ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.
 - c. Graduation requirements (See Tab 3.)
4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress.

VI. Plan for Dual Enrollment Participation

Students enrolled in ACVS will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options

will be subject to district procedures as allowed in Idaho Code 33-203 (1). Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

TAB 4: MEASUREMENT OF STUDENT PROGRESS

Measurement of Student Progress

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

I. Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

ACVS's goal is to accomplish these educational standards annually:

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

II. Measurable Student Progress: Ref. Idaho Code 33-5205 (3) (c) and (d)

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

ACVS will measure goal one by:

1. 50% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
2. 50% of students in grades 5, 7, & 9 will receive a score of proficient or better as measured by the Idaho Direct Writing Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
3. 50% of grade 4, 6, and 8 students will receive a score of proficient or better as measured by the Idaho Direct Mathematics Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data

provided by the Idaho Department of Education and comparing it to our expected student population.

4. 50% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT). This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.

5. 75% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When ACVS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations and established accommodations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

ACVS will measure goal two by:

1. Our students will demonstrate a 30% growth rate in reading and math skills through board approved portfolio assessment procedures after a period of two consecutive academic years at ACVS.
2. Our students will reflect continuous social and behavioral skills improvement and growth in skills by using the combined assessment tools of Social Skills Rating System® and the Social Skills Improvement System®. These tools will provide a nationally standardized series of questionnaires that addresses the need for an evidence-based, multi-tiered assessment and intervention system to help students develop, improve and maintain important social skills. Individual growth in social and behavioral skills will be

documented and evidenced by standardized scores annually. School wide growth will be assessed and documented through the overall group standard score which can be broken down by grade, age, and gender.

3. Our students will produce work that depicts academic growth that is acquired, integrated, extended, refined and utilized meaningfully as measured by required State DWA, DMA, IRI, and ISAT assessments.
4. Our students will reflect positive growth on the parent surveys done yearly on the parent's perception of their student's attitudes and habits toward, but not limited to, work ethic, honesty, empathy, taking responsibility, self-confidence, knowledge, etc.
5. Our students will reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

ACVS will measure goal three by:

1. Completion/progress monitoring benchmarks are:
 - a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
 - b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.
 - c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the career portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

ACVS will measure goal four by:

1. Completion/progress monitoring benchmarks are:

- a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
- b. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

ACVS will measure goal five by:

The student will participate in the ACT and SAT tests, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

ACVS will measure goal six by:

Seventy-five percent (75%) of students in attendance at ACVS will be expected to improve their personal scores in all aspects of the following assessments:

Direct Writing Assessment (State), Grades 5, 7, & 9

Direct Math Assessment (State), Grades 4, 6, & 8

Idaho Reading Assessment, Grades K– 3

ACT – 11, 12

SAT- 10-12

ISAT assessment, Grades 3-10

III. Standardized Testing

A. Statewide Assessments

The students at ACVS will be evaluated using the same standardized tests as other Idaho public school students and will follow guidelines as established by the Idaho State Board of Education. Assessments will reflect current Idaho State Board of Education guidelines as determined annually. Students who qualify for special education services will be included in all statewide and district wide assessments as required by law.

B. Additional Assessments

Additional yearly assessment tools may be required as determined by the ACVS Board.

C. Reporting of Student Test Results

Staff will report results of the following student tests to the school testing coordinator who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between ACVS, state, and national averages

D. Annual Reports will be submitted to our Authorizing Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or ACVS developed criteria.

IV. Accreditation: Ref. Idaho Code 33-5205 (3) (e)

A. State Accreditation of Charter School

ACVS will be accredited through the Northwest Association of Accredited Schools as the State of Idaho has determined this entity as the sole accreditation organization for Idaho.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. ACVS will use the Northwest Accreditation Standards.

C. Accreditation Reports

ACVS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

V. “No Child Left Behind” (NCLB)

Student learning is the primary focus for ACVS. If ACVS is ever deemed to be a school that is in need of improvement as specified under “No Child Left Behind,” a Strategic Plan will be put in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the ACVS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

1. Plan for Improvement per NCLB

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

TAB 5: GOVERNANCE STRUCTURE

Governance

I. Description of Governance Structure

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the Corporate Bylaws Article 3. The number of Directors constituting the ACVS Board will be not less than five (5) or more than eight (8) Directors at any time. The function of the Board can be described as policy making and evaluating. The Board will have the further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of ACVS. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: president, vice-president, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The minimal five (5) Board members must provide adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. The initial ACVS Board will be determined through appointment for a three year term as outlined in the Corporate Bylaws. All subsequent ACVS Board members will be nominated by any interested party and elected by the current board. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

B. Liability

Upon approval, ACVS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, ACVS will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of ACVS and/or arising out of the acts or omissions of the agents, employees or contractors of ACVS.

Upon approval, ACVS will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. ACVS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

II. Parental Involvement

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will strongly encourage parental participation in enrollment procedures, school policy recommendation, and student discipline. ACVS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school. The Board will establish or recognize an official Parent Advisory Council (PAC). All parents of students enrolled in ACVS and full-time faculty will be members of the PAC. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PAC will be authorized to make recommendations regarding any aspect of the school. The PAC will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits

ACVS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15th. During the March or

April Board meeting, ACVS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two ACVS parents, and one person at large (not affiliated with ACVS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students. The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15th.

ACVS's staff will meet or exceed qualifications required by state law, including the following:

1. All individuals to be employed by ACVS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."
3. ACVS will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.
4. Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.
5. Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. Parents may make recommendations regarding teacher and/or administrator evaluations.
6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
7. Student/Teacher ratios will be recommended by the Administrator or PAC and subject to Board approval. Student/Teachers ratios established may require the Board to hire

additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

TAB 6: EMPLOYEES

Employees

I. Employee Qualifications

A. Professional Development

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of ACVS. Training may include, but is not limited to:

1. Instructional models methodology to insure the consistency of instruction as pertinent to ACVS student population and philosophy
2. Social Skill Development
3. Best Practices in Virtual Schools
4. Language Arts
5. Vocabulary Development
6. Teacher Expectations training
7. Math Development
8. Rules and Reasons – Student Behavior Plans
9. Memorization and Dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing Parent Volunteers
14. Effective use of educational assistants, or paraprofessionals, or learning coaches
15. Modeling as a staff
16. Working with diversity

The Principal, Curriculum Developer, Informational Technology Specialist and all ACVS teachers will be strongly encouraged to obtain college level credit in online teaching.

There will be two ways this could be done. Boise State University offers a Graduate Certificate in Online Teaching that consists of 9 credits. This will be an acceptable certificate. Additionally, the following courses will be provided in an ongoing manner within the ACVS virtual community on our BlackBoard Platform:

1 Credit (15 class hours) – Technology: BlackBoard Basics

1 Credit (15 class hours) – Multi Media

1 Credit (15 class hours) – Portfolios & Assessments

3 Credits (45 class hours) – Online Course Design

These courses have been developed for ACVS with Northwest Nazarene University at a cost of \$60 per credit per teacher. It is required that the Curriculum Developer, take these courses prior to school starting. It is strongly encouraged that all teachers take these course offerings during their tenure with ACVS.

There will be significant professional development provided to ACVS staff through Pearson Digital Learning and the BlackBoard School Central learning management system.

B. Health and Safety Procedures

ACVS will comply with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in ACVS’s Policy Manual, the bulk of which will be modeled after the “Charter School Model Policy Manual” created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of ACVS’s applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix Four)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix Four)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix Four)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix Four)
5. Substance- and Alcohol-Free Workplace Policy (See Appendix Four)
6. Tobacco-Free Policy (See Appendix Four)
7. Weapons Policy (See Appendix Four and Student Handbook in Appendix Three)
8. Facilities Inspection Policy (See Appendix Four)
9. First Aid/Emergency Treatment Policy (See Appendix Four)
10. Medication Administration Policy (See Student Handbook in Appendix Three)

11. Discipline Policies including, but not limited to, Truancy, Detention, Suspension, and Expulsion (See Tab 7 and Student Handbook in Appendix Three).

C. Employee Benefits

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System.

ACVS will make all employer contributions as required by PERSI, and Federal Social Security. ACVS will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. ACVS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer Rights

The transfer rights of an employee choosing to work at ACVS and the rights of such employees to return to any non-charter school after employment at ACVS will be dependent upon the school district from which an employee might transfer. ACVS claims no transfer rights.

The Board for ACVS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

E. Collective Bargaining

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

F. Teachers and Administrators Under Contract

All teachers and administrators will be on a written contract approved by the ACVS Board of Directors on a form approved by the Superintendent of Public Instruction.

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 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.

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.

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)

TAB 9: VIRTUAL CHARTER SCHOOL REQUIREMEN

Virtual Charter School

ACVS is a virtual public school. It is deemed virtual because it meets the following definition of a virtual public school in Idaho, “Public virtual school’ means a public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies. ACVS provides families and student a unique way to deliver and receive their educational services that will be adjusted as needed to fully maximize learning for all students. ACVS provides an opportunity to make the 21st century classroom a reality in Idaho for all students.

A. The learning management system by which courses and communication will be delivered is via the Blackboard K-12 School Central™. ACVS board members have a business relationship with the Blackboard provider. This web system is fully hosted by the provider. The cost of Blackboard School Central is \$15,000 annually. During the first three years of operation this cost will be supported through our State grant funds, after the grant expires this cost will be incorporated into the general budget. Once ACVS has been approved the BlackBoard agreement will be confirmed and purchased.

B. Through the Blackboard K-12 School Central™ system there are significant opportunities to provide an environment for community building as well as to expand the learning opportunities for both the students and the teachers. In many cases professional development will be delivered via the same format the students will be learning in. This format provides a synchronous and an asynchronous learning environment for both teacher and student. The Blackboard learning system and the Blackboard on line community system connect together seamlessly with the Pearson Digital Learning materials to maximize student engagement and learning in all areas and for all grade levels. Through this system home and school connections, as well as Parent Advisory Committees, are strengthen while maintaining flexibility and affordability.

Teachers will be required to attend the Pearson curriculum training. This training will consist of a total of eleven days; seven of those days will be in a face to face onsite format prior to school starting, and four of those days being delivered via the internet. These days will be incorporated into the school calendar.

BlackBoard School Central provides six weeks of intensive on line training with the purchase of the BlackBoard system. The training is taught in a train the trainer format, allowing our full staff to benefit from the expertise of the individuals trained. It has been determined that minimally the IT Specialist and the curriculum developer will receive that training in order to provide the most comprehensive technical support to ACVS teachers.

Teachers are required to have ongoing professional development specifically in the area of on line instruction, as previously identified in Tab Six, Employee Qualifications. Northwest Nazarene University, a community partner, has significant experience in providing on line instruction utilizing the Blackboard™ format. ACVS and Northwest Nazarene University have a collaborative agreement to facilitate all teachers, both general and special education, to receive university credit in online teaching strategies if needed. Boise State University also has an online educational program available. These courses covers a wide variety of issues including class preparation, fundamentals of online teaching, accountability, assessment, collaboration, and incorporation of various forms of technology.

ACVS teachers are required to make contact minimally twice a week, with their students and/or family members as appropriate. They are required to maintain virtual office hours as well. Contacts may be done via phone, email, face to face meetings, virtual meetings, and on line scheduled phone conferences. Frequent feedback about student progress is vital in order for families to be an active part of their child's education. On line live lessons from teachers and the use of learning coaches will be implemented as needed to ensure student success and to meet the Least Restrictive Environment using a full continuum of services aspect of IDEA.

Attendance is defined as either:

- 1.) actual hours of attendance in ACVS determined on a flexible schedule as determined by the school calendar, or
- 2.) the percentage of coursework completed,
- 3.) in either case the student is required to make twice weekly contact,

Under either definition, the student's time computation must include the actual time the student is engaged in school based activities as outlined by the ACVS teacher/s. This may include supplemental hours in music, art and Physical Education as determined and approved by the ACVS teacher/s. Both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor time usage if needed.

Idaho Code §33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

| | |
|-------------|-----------|
| K | 450 hours |
| Grades 1 -3 | 810 hours |
| Grades 4-8 | 900 hours |
| Grades 9-12 | 990 hours |

Credit for a course is provided once the class has been completed. Courses have been previously developed through the curriculum choice offerings. School is developed around a traditional school calendar. However, if a student needs addition time to complete their course work an accommodation can be made as long as the course is completed by the end of a 12 month period.

While it is expected that the expansive curriculum offerings will meet most individual student needs, it is possible that more curriculum will be needed based on a student's particular educational requirement. Therefore, a grant funded position of a Curriculum Coordinator will be established for the first three years of operation. This individual will

work with the teachers and the administrator to ensure that all needed courses developed and offered via the BlackBoard™ system. These courses will be retained allowing other students to access these materials over several years. This will enable the teachers to concentrate solely on teaching while using the system and curriculum for individualization on course material as well as course delivery.

The curriculum selected allows the teacher to adapt the curriculum down to the objective level so accommodations can be made for both higher and lower skills as needed for both the individual and the entire class. The BlackBoard™ learning management system allows students and families to access curriculum, grading and assignment information at all times. Additionally, video presentations and other curriculum enrichment materials can be stored and assessed at any time. This can be very beneficial to a student that may need to see the presentation more than once in order to fully understand the assignment. Teachlets, as well as many other advanced forms of visual presentations such as united streaming can all be utilized using this format. Assistive Technology can be easily connected as needed for our students. It is intentional that as with any course, the teacher will prepare the expectations for the course, provide accommodations as necessary, and then grade and disseminate those grades as appropriate. Furthermore, the Blackboard K-12 School Central™ has a component called Safe Assign that protects originality and copyright infringement and teaches students to individualize work. The learning management system is a well thought out product that works seamlessly with many technology based applications.

In order to provide social experiences opportunities for students to work together in a face to face format will be available on occasion. An Activities Coordinator will facilitate those endeavors. Within the Blackboard K-12 School Central™ students will be able to collaborate in a group within the on line environment with the Wimba Collaboration Suite.

Teacher and parent involvement in student learning is necessary. Through ACVS students can have a personalized learning plan designed in conjunction with the student,

teacher, and parent. The learning plan can be determined quickly using the BASI: Basic Achievement Skills Inventory that is incorporated within the NovaNet™ curriculum package. This assessment is delivered via internet and provides a complete norm and criterion referenced achievement test. If the student requires further assessment, testing and further plan development will be completed with an IEP or a 504 accommodation as needed.

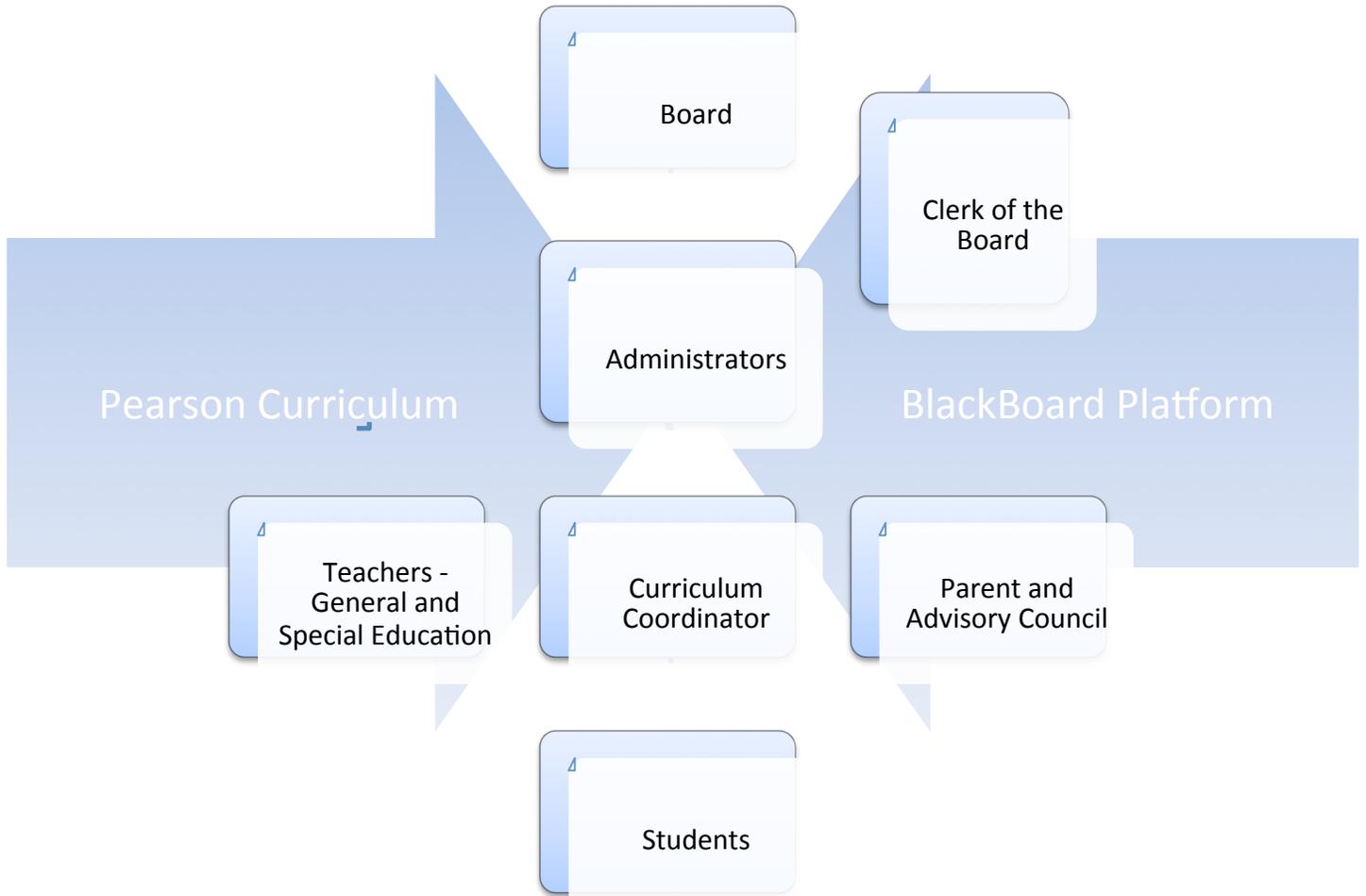
As stated, both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor the duration of time the program is used, as well as frequency of accessing materials. Without question teachers will be grading assignments as they would in any school situation, however, with both of these programs grading is minimized due to the technology.

The Blackboard K-12 School Central™ organization assures security, availability, and reliability in accessing their program. Blackboard provides minimal technical support for the hardware and software as it relates to that program. Teachers will be trained in the platform and curriculum prior to the start of school and will be able to assist students with basic questions and issues. The Blackboard K-12 School Central™ is a fully hosted management system. However, it is expected that using a virtual school format technical support will be required. Therefore, ACVS has designated a full time position to provide onsite technical assistance and/or support as it relates to curriculum and teaching or learning activities surrounding the technology. ACVS has additionally designated an additional .5 FTE for an Assistive Technology Coordinator. This individual's duties include working with individuals with special needs that may need more assistance on maximizing their learning by using assistive technology.

ACVS will obtain computers through a contract with Computers for Kids. This is a nonprofit organization that works with Idaho's children and schools to ensure that a computer is available for them at low cost. We will be fiscally responsible by using family computers if the family so desires. Ultimately, ACVS will ensure that all students have access to computers that have the necessary system requirements, and the online

ability needed, to access all educational material. Computers will be considered loaned to the student and will be required to be returned to ACVS within 15 days of exiting our program for any reason. A \$20.00 monthly stipend for nine months of the year will be provided to each student for internet access in their home. If more than one child lives in the same home only one stipend will be provided to the house. The cost for this is documented within grant expenses for the first year, and then absorbed within the general budget thereafter.

A visual representation of how all the components of ACVS work together is shown below.



TAB 10: BUSINESS PRACTICES

Business Practices

I. Business Arrangements

A. Facilities Contract

ACVS has a commitment and contract with two possible community providers for specific locations. In both locations ACVS students and staff will have access to facilities on their campus to accommodate our needs and educational purposes if applicable. Lease costs have been incorporated into the budget. Both locations have been outlined in Tab Two, Facilities. ACVS will be aggressive in working with our community partner with property located on Middleton and Roosevelt Avenues for the specific reason this location would have a larger square footage and would allow ACVS to be able to have a larger computer lab and actual library. Our budget reflects the expectation that during the initial year we will be in a smaller office and small computer lab location. It is expected and realistic to expect to pay between \$12 and \$15 per square foot. We currently have a commitment from our community provider for a location.

B. Curriculum Contract

ACVS has chosen to contract with Pearson Digital Learning for an extensive curriculum package. This contract is in Appendix Six. ACVS additionally expect their teachers, in their effort to teach students using the State standards may need additional choices in order to reach our goal of providing an excellent educational environment. Therefore, a grant funded position of a curriculum coordinator has also been budgeted. That individual will work with the teachers to ensure that ACVS has a wide range of creative teaching materials available. Students attending ACVS will be able to benefit from their education from the first day of school.

C. Transportation Contract

ACVS does not plan at this time to have an outside transportation contract as school will primarily be delivered in the virtual format.

D. Meals Contract

ACVS does not plan at this time to have an outside provision of meals contract as school will primarily be delivered in the virtual format.

E. Legal, Accounting, and Independent Auditor Contracts

ACVS does plan on securing legal, accounting, and independent auditor contracts. ACVS will work with Ripley Doorn & Company Certified Public Accountants for their auditing needs. Additionally, the legal representative will be from the offices of Carl Hamilton Law Offices.

II. Additional Information

A. State Compliance

ACVS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation. Accounting records will be in accordance with State Department of Education requirements using the Idaho Financial Accounting Reporting Management System. Documentation of a bonding of all personnel involved in financial operations will be provided prior to the start of school. ACVS will purchase a computer program called 2M Software. The invoice is provided in Appendix Six. This software works in conjunction with the financial reporting requirements of our state.

ACVS will conduct an independent financial audit annually. Ripley Doorn, C.P.A. has confirmed they will do our audits if the Board so desires.

Expenditures will be determined by the Principal. If needed, checks will be written by the Clerk. Three individual Board members will be approved as signers on the ACVS bank account. All checks will have two signatures documented.

B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which ACVS is meeting the terms of the charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. Visit ACVS;
2. Review ACVS's records and data;
3. Directly survey ACVS's parents, students, or employees;
4. Audit the books of ACVS;
5. Pursue other reasonable means of determining accountability for ACVS contract.
6. A monthly cash flow will be available to the Commission if requested.

III. Plan for Termination

It is the responsibility of the Board of ACVS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. The Authorized Chartering Entity and ACVS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan. Copies of any complaints filed against ACVS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by ACVS.

A. Dissolution

Dissolution of ACVS will be conducted by ACVS's Board and will follow the Articles of Incorporation as stated under Tab 1. In the event of dissolution of the school, all parents will be notified in writing. ACVS will offer advice in the placing of students in alternate education settings.

B. Disposal of Assets

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114

and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in the Articles of Incorporation. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes” (Reference Articles of Incorporation).

C. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

D. Transfer of Student Records

It will be the ultimate responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

| Requirement | Description | Submit To | Deadline | Notes |
|--|---|-----------|---|---|
| New Charter School Bootcamp | Attend training session with SDE; provide proof of attendance. | PCSC | May 31 | The bootcamp will generally be held in March or April. Proof of attendance is due by May 31. |
| Pre-Opening Dashboard | Complete the dashboard; include in Pre-Opening Update materials. | PCSC | May 31 | All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31. |
| Enrollment Report | Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials. | PCSC | May 31 | |
| Facilities Report | Update the Facility Template; include in Pre-Opening Update materials. | PCSC | May 31 | |
| Updated Pre-Opening Timeline | Update the Pre-Opening Timeline; include in Pre-Opening Update materials. | PCSC | May 31 | |
| School Calendar | Prepare school calendar for SDE; provide copy for PCSC. | SDE, PCSC | May 31 | |
| Charter School Advance Payment Request | | SDE | June 1 | |
| Advance Payment Request - Transportation | | SDE | June 15 | |
| Consolidated Federal and State Grant Application | If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE. | SDE | June 30 | Not applicable for schools not intending to have a Title I program |
| Budget | Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC. | SDE, PCSC | July 15 | |
| Updated 1 st Year Cash Flow | Update the 1 st 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 1 st day of instruction | |
| Final Board & Staff Roster | A final roster of board and staff with names, titles, and contact information should be submitted. | PCSC | August 31 | |

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

ARTICLES OF INCORPORATION

OF

Another Choice Virtual Charter School, Inc.

IDAHO SECRETARY OF STATE
11/07/2008 05:00
CK: 169228 CT: 172099 BH: 1143612
1 @ 30.00 = 30.00 INC NONP # 2

C180749

To the Secretary of State of the State of Idaho:

THE UNDERSIGNED INCORPORATOR, in order to form a nonprofit corporation for the purposes hereinafter stated, under and pursuant to the provisions of the Idaho Nonprofit Corporation Act (Title 30, Chapter 3, Idaho Code), submits the following articles of incorporation:

ARTICLE I

The name of the Corporation shall be Another Choice Virtual Charter School, Inc.

ARTICLE II

The purpose for which the corporation is organized is to be a school. The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the Corporation inure to the benefit of, or be distributable to its incorporators, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except as permitted by section 501(h) of the Code, if applied to the Corporation) and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE III

The street address of the registered office shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

The name and address of the registered agent is as follows:

| NAME | ADDRESS |
|----------------|---|
| Laura Sandidge | 809 W. Riverstone Court Nampa, Idaho 83686 |

ARTICLE IV

The board of directors shall consist of no fewer than three (3) people and no greater than (8) people. The names and addresses of the persons who will serve as the initial Directors until their successors are elected and qualify are as follows:

| NAME | ADDRESS |
|--|---|
| Laura Sandidge, Chairman of the Board | 809 W. Riverstone Court Nampa, Idaho 83686 |
| Kim Hunter, Treasurer | 712 W. Redwood Lane Nampa, Idaho 83651 |
| Jeri Hyslop, Secretary | 11901 Emerson St. Caldwell, ID 83605 |

The Corporation may accept contributions, gifts, loans (including program related loans) and grants of whatever nature, and may accept contributions, gifts, loans and grants subject to conditions or restrictions as to use or expenditure of income and capital, or may reject any proposed contributions, gifts, loans and grants, all as in the discretion of the Board of Directors shall be determined to be consistent with the purposes for which the Corporation is formed.

As a means of accomplishing the foregoing purposes, the Corporation shall have the power to engage in any lawful act or activity necessary or conducive to the attainment of the purposes hereinbefore set forth; provided, however, that notwithstanding any provision of these Articles or any provisions of law, the Corporation shall not have the power to carry on any activities which would cause it to fail to qualify, or to fail to continue to qualify, as (a) an organization exempt from Federal income tax under section 501(c)(3) of the Code, or (b) an organization contributions to which are deductible under section 170 of the Code.

ARTICLE V

The name and address of the incorporators is as follows:

| NAME | ADDRESS |
|---|---|
| Laura Sandidge Chairman of the Board | 809 W. Riverstone Court Nampa, Idaho 83686 |
| Kim Hunter, Treasurer | 712 W. Redwood Lane Nampa, Idaho 83651 |
| Jeri Hyslop, Secretary | 11901 Emerson St. Caldwell, ID 83605 |

The powers of the incorporators shall cease upon the filing of these Articles of Incorporation.

ARTICLE VI

The mailing address of the Corporation shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

ARTICLE VII

The Corporation shall not have voting members. The Corporation will have voting directors.

ARTICLE VIII

The Corporation is not organized for profit and shall not have authority to issue capital stock. There will be no payment provided to directors for serving on the Board.

In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall,

except as may be otherwise provided by law, transfer all of the assets of the Corporation in to the Idaho Charter School Commission, once all creditors have been satisfied.

ARTICLE IX

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

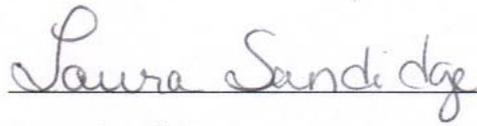
ARTICLE X

The affairs and business of the Corporation shall be managed and conducted by the Board of Directors. The other qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws, except that the number of directors constituting the Board of Directors shall be not less than three (3). The Board of Directors shall have the power to adopt, amend, or repeal the Bylaws.

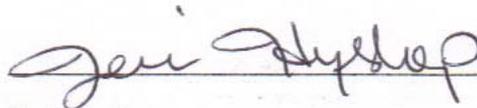
ARTICLE XI

These Articles of Incorporation may be amended by a majority vote of the Directors then in office at any annual, regular or special meeting that meets as prescribed in Idaho Open Meeting Laws. No amendment shall authorize the Corporation to conduct its affairs in any manner or for any purpose contrary to the provisions of section 501(c) (3) of the Code.

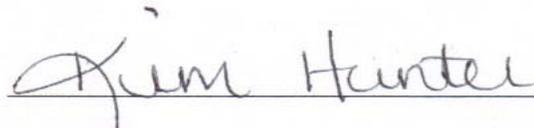
Dated this 15th day of October, 2008.



Laura Sandidge



Jeri Hyslop



Kim Hunter

BYLAWS

OF

Another Choice Virtual Charter School, Inc.

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BY LAWS OF Another Choice Virtual Charter School, Inc.

ARTICLE I

OFFICES

The principal office of the Corporation shall be located at such place, within the State of Idaho, as the Board of Directors shall designate from time to time. The Corporation may maintain additional offices at such other places as the Board of Directors may designate. The Corporation shall maintain a registered office within the State of Idaho at such place as the Board of Directors may designate.

ARTICLE II

EMPLOYEES

“Member” shall also mean stockholder(s) or shareholder(s) the Corporation shall have no members or stockholders or shareholders. “Employee” does not include an officer or director who is not otherwise employed by the corporation.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1: **Powers.** The Board of Directors of the Corporation shall supervise, manage, and control all of the affairs, business activities and policies of the Corporation.

Section 3.2: **Number, Tenure and Qualifications.** The number of directors constituting the Board of Directors shall be not less than three (3) or more than eight (8). The exact number of directors shall be fixed by a resolution adopted by the affirmative vote of a majority of the directors then in office. The initial Board of Directors shall be composed of those directors named in the Corporation’s Articles of Incorporation. Initially those directors shall appoint no more than five (5) additional board members that will represent adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. This shall be done within sixty days, or at the annual meeting of the directors, whichever comes first. All directors shall hold office for a

term of three (3) years and until his or her successor has been duly elected and/or appointed or until his or her earlier death, resignation or removal. Directors may hold consecutive terms. With unanimous board approval a director may choose to hold a one (1) year term in an effort to establish staggered terms.

The Board of Directors will consist of appointed directors and elected directors. All appointed and elected directors must have the approval of fifty percent of the current serving Board of Directors. Nominations for appointed directors may be presented to the Board by either a past or present director or a founding member. Nominations for elected directors may be presented to the Board by either a past or present director or a member of the Parent Advisory Council at-large. The director for both the education and parent perspectives will be elected positions. Nominations and appointments will be discussed during a regularly scheduled meeting when an opening has occurred. Notice of such meeting shall comply with state laws. Elections will be conducted as needed using a mechanism that is accessible to the full body. Notification of the election will be provided to the full body thirty (30) days prior to the election date.

Section 3.3: Resignation. A director may resign at any time by delivering written notice of his or her resignation to the Board of Directors, to the Chairman or to the Secretary of the Corporation. Such resignation shall be effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors deems it appropriate.

Section 3.4: Removal. A director may be removed, with or without cause, at an annual, regular, or special meeting of the Board of Directors by the affirmative vote of a two-thirds majority of the directors then in office. Notice of such meeting shall be provided in writing to each director at least five (5) days before the meeting. A director must be removed if they do not attend a minimum of one fourth of all regular meetings annually.

Section 3.5: Vacancies and Newly-Created Directorships. Vacancies on the Board of Directors resulting from the death, resignation, or removal of a director or from an increase in the authorized number of directors may be filled by an affirmative vote of a majority of the

remaining directors. A director elected to fill any vacancy resulting from the death, resignation or removal of a director shall hold office for the unexpired portion of his or her predecessor's term and until his or her successor has been duly elected or qualified. A director elected to fill a newly-created directorship shall hold office for a term of three (3) years, or for such shorter period as the Board of Directors may provide when electing such director, and until his or her successor has been duly elected or qualified.

Section 3.6: **Compensation.** Directors shall not receive compensation for their services as directors, but by resolution of the Board of Directors, expenses of attendance, if any, may be reimbursed to a director for each special or regular Board meeting that he or she attends.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1: **Regular Meetings.** Regular meetings of the Board of Directors may be held at such times and at such places, as may from time to time be determined by resolution of the Board. It is expected that meetings will be held monthly unless the Board has determined this is not appropriate. The Board of Directors may authorize the Chairman to fix the exact date and place of each regular meeting, in which case notice of the time and place of such regular meetings shall be given in the manner provided in Section 11.1 herein.

Section 4.2: **Special Meetings.** Special meetings of the Board of Directors may be called at any time by the Chairman and shall be called by the Chairman or the Secretary at the request of any two directors. Special meetings may be held at such place, within the State of Idaho, and at such time as shall be specified in the notice of meeting, given in the manner provided in Section 11.2 herein.

Section 4.3: **Quorum.** A majority of the current directors in office shall constitute a quorum for the transaction of business. The action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors, except as otherwise provided by law, the Corporation's Articles of Incorporation or these Bylaws.

Section 4.4: **Conduct of Meetings.** The Chairman of the Board shall preside over meetings of the Board of Directors using Robert's Rules of Order as a guideline for professionalism. The Secretary or their designee shall act as Secretary of the meeting.

Section 4.5: **Electronic Meetings.** A director may participate in a meeting of the Board of Directors by means of conference telephone or similar means of communications by means of which all directors participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 4.6 shall constitute presence in person at the meeting.

Section 4.6: **General Powers as to Negotiable Paper.** The Board of Directors shall, from time to time, prescribe the manner of signature or endorsement of checks, drafts, notes, acceptances, bills of exchange, obligations and other negotiable paper or other instruments for the payment of money and designate the officer or officers, or agent or agents, who shall from time to time be authorized to make, sign or endorse the same on behalf of the Corporation.

Section 4.7: **Powers as to Other Documents.** The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute or deliver any instrument in the name of the Corporation. Such authority shall be in writing and may be general or confined to specific instances. When the execution of any contract or instrument has been authorized without specifying the exact officers authorized to execute such contract or instrument, the Chairman or the Vice Chairman may execute it on behalf of the Corporation.

ARTICLE V

COMMITTEES

Section 5.1: **Committees of the Board of Directors.** The Board of Directors, by resolution adopted by a majority of the directors then in office, may designate one or more committees, each of which shall consist of one (1) or more directors, which committees, to the extent provided in said resolution and not restricted by law, shall have and exercise the authority and act on behalf of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have power to (i) approve dissolution, merger or the sale,

pledge or transfer of all or substantially all of the Corporation's assets, (ii) elect, appoint or remove directors or fill vacancies on the Board or any of its committees, (iii) adopt, amend or repeal the Corporation's Articles of Incorporation, or (iv) adopt, amend or repeal the Corporation's Bylaws. Such committee will keep a record of its proceedings and report to the Board in a timely manner as required by the Board. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.2: **Term of Office.** Each member of a committee shall continue as such until his or her successor is appointed, unless the committee shall be sooner terminated, or until his or her earlier death, resignation or removal.

Section 5.3: **Chairman.** One member of each committee shall be appointed Chairman of the committee.

Section 5.4: **Quorum.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.5: **Rules.** Each committee adopts the rules of ACVS for its own government that is consistent with these Bylaws.

Section 5.6: **Electronic Meetings.** A member of a committee may participate in a meeting of a committee by means of conference telephone or similar means of communications by means of which all committee members participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 5.6 shall constitute presence in person at the meeting.

ARTICLE VI

OFFICERS

Section 6.1: **Officers.** The officers of the Corporation shall minimally consist of a Chairman, Treasurer, and a Secretary, and such other officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these Bylaws shall have the authority to perform the duties prescribed, from time to time, by resolution of the Board of Directors. The same individual may simultaneously hold more than one office.

Section 6.2: **Term of Office.** The term of office of all officers shall commence upon their election or appointment and shall continue until the regularly scheduled meeting of the Board of Directors of the Corporation held during the third calendar year of the officer's election or appointment and thereafter until their respective successors are chosen or until their earlier resignation or removal.

Section 6.3: **Chairman.** The Chairman shall be the principal executive officer of the Corporation and shall, if present, preside at all meetings of the Board of Directors. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation and shall see that the resolutions and directives of the Board of Directors are carried into effect except in those instances in which responsibility is assigned to some other person by the Board of Directors. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of the Corporation or a different mode of execution is expressly prescribed by the Board of Directors, he or she may execute for the Corporation any contracts or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Corporation and either individually or with the Secretary or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. He or she may vote all securities which the Corporation is entitled to vote except to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors.

Section 6.4: **Vice Chairman.** If applicable, the Vice Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman and shall perform such other duties as the Board of Directors shall prescribe.

Section 6.5: **Secretary.** The Secretary, or his/her designee, shall attend all meetings of the Board of Directors of the Corporation and record all votes and the minutes of all proceedings in the minute book of the Corporation. The Secretary, or his/her designee, shall give, or cause to be given, notice of all meetings of the Board of Directors of the Corporation for which notice may be required, and shall perform such other duties as may be prescribed by the Board of Directors or the Chairman, under whose supervision the Secretary shall act.

Section 6.6: **Treasurer.** If the Board determines, the Treasurer, or his/her designee, shall have custody of the funds and securities of the Corporation, shall keep full and accurate accounts of receipts and disbursements in financial books of the Corporation and shall deposit all monies and other valuable effects in the name and to the credit of the Corporation in such bank or depositories as may be designated by the Board of Directors. The Treasurer, or his/her designee, shall be charged with the disbursement of funds of the Corporation, including, without limitation, distributions authorized by the Board of Directors in furtherance of the charitable purposes of the Corporation. The Treasurer shall render to the Chairman and to the Board of Directors, at the regular meetings of the Board of Directors, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation.

ARTICLE VII

INDEMNIFICATION AND INSURANCE

Section 7.1: **Indemnification.** The Corporation shall, except as provided in or limited by Section 7.3 herein, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, and shall advance expenses to such person reasonably incurred in connection therewith, to the fullest extent permitted by the relevant provisions of the

Idaho Nonprofit Corporation Act, as such law presently exists or may hereafter be amended. The Corporation shall be required to indemnify a person in connection with a proceeding initiated by such person only if the proceeding was authorized by the Board of Directors.

Section 7.2: **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Article VII.

Section 7.3: **Certain Limitations on Indemnification.** At any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Internal Revenue Code of 1986 as it presently exists or may hereafter be amended (the “Code”), then, during such time, no payment shall be made under this Article VII if such payment would constitute an act of self-dealing or a taxable expenditure as defined in Sections 4941(d) or 4945(d), respectively, of the Code or under the comparable or corresponding provisions of any future United States internal revenue laws.

ARTICLE VIII

BOOKS, RECORDS, CONTRACTS AND CHECKS

Section 8.1: **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

Section 8.2: **Contracts and Other Documents.** The Board of Directors may, except as otherwise required by law, the Corporation’s Articles of Incorporation, or these Bylaws, authorize any officer or officers, agent or agents of the Corporation, in addition to the Chairman, to enter into any contract or execute and deliver any instrument or document in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. The Board may delegate this power to the Chairman, on such terms as it prescribes.

Section 8.3: **Checks, Drafts, Loans, Etc.** All checks, drafts, loans or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by two (2) such officer or officers, agent or agents of the Corporation and in such manner as shall be from time to time determined by the Board of Directors. The Board may delegate this power to the Chairman, on such terms as it prescribes. In the absence of such determination, such instruments shall be signed by the Treasurer and the Chairman. No loans shall be made by the Corporation to its directors or officers, and the Corporation shall not guarantee the obligation of a director or officer of the Corporation.

Section 8.4: **Conflict of Interest.** There is a Duty to Disclose in connection with any actual or possible conflict of interest when an interested person may have a financial or personal interest in a matter. Disclosure must be made to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. After disclosure of all material facts, and after any discussion with the interested person, he/she may leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Presentation, discussion, and full review of possible conflicts will receive due diligence. The organization's best interest is of importance. If, after hearing all response and after making further investigation as warranted by the circumstances, the governing board or committee determines if there has been a failure to disclose an actual or possible conflict of interest, and appropriate disciplinary and corrective action will ensue. If applicable, there will be full compliance with the Ethics in Government Act.

ARTICLE IX

FISCAL YEAR

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

ARTICLE X

SEAL

The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words “Corporate Seal, State of Idaho.”

ARTICLE XI

NOTICE

Section 11.1: **Notice of Regular Meeting.** Meeting Notice must be posted five (5) or more calendar days prior to the meeting date, as per Idaho Code § 67-2343. Agenda Notice must be posted at least 48 hours prior to the meeting, as per Idaho Code § 67-2343. Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

Section 11.2: **Notice of Special Meeting.** Meeting and Agenda Notice must be posted at least 24 hours prior to the meeting date, as per Idaho Code § 67-2343(2). Notification must be provided to the news media as per Idaho Code § 67-2343(2). Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

ARTICLE XII

AMENDMENTS

These Bylaws may be amended, altered or repealed and new Bylaws may be adopted by a majority vote of the directors then in office at any regular or special meeting for which each director receives at least five (5) days written notice, stating that the purpose, or one of the purposes of the meeting, is to consider a proposed amendment to the Bylaws and containing or accompanied by a copy or summary of the amendment or stating the general nature of the amendment.

* * * * *

I certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors by unanimous consent on 15th October, 2008, and that they are currently in effect.

Geni Nylof
Secretary

11-12-08
Date

14

* * * * *

Appendix E: Board Roster

Another Choice Virtual School

April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|----------------------|-------------------------|---------------------------------|--|--------------|
| John Kelleher | Chairman | 6/17/13 – 6/17/16 | jnkelleher@fmtblue.com | 208-459-4850 |
| Misty Puckett | Secretary/ Treasurer | 6/17/11 – 6/17/16 | Mistylp77@yahoo.com | 208-371-0591 |
| Harold Kropp | Member | 6/1/12 – 6/1/15 | hkropp@msn.com | 208-989-2081 |
| Landon Shaffer | Member | 6/1/11 – 6/17/14 | landon@oxleymaybon.com | 208-859-7095 |
| Amande Towle Popescu | Member | 11/18/13 – 11/18/16 | amandatowle@yahoo.com | 208-789-8056 |

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Another Choice Virtual Charter School Year Opened: 2010 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

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

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 must 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? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System | Result (Stars) | Points Possible | | | | |
| | | 5 | 25 | | | | |
| | | 4 | 20 | | | | |
| | | 3 | 15 | | | | |
| | | 2 | 0 | | | | |
| | | 1 | 0 | | | | |
| Notes | | | | | 0.00 | | |
| <hr/> | | | | | | | |
| Measure 1b State Designations | Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school. | Result | Points Possible | | | | |
| | | Reward | 25 | | | | |
| | | None | 15 | | | | |
| | | Focus | 0 | | | | |
| | | Priority | 0 | | | | |
| Notes | | | | | 0.00 | | |
| <hr/> | | | | | | | |
| INDICATOR 2: STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| Measure 2a ISAT / SBA % Proficiency Reading | Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| Notes | | | | | 0.00 | | |
| <hr/> | | | | | | | |
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| Notes | | | | | 0.00 | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | Exceeds Standard: At least 85% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | Meets Standard: Between 70-84% of students are making adequate academic growth. | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| Notes | | | | | | | 0.00 |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | 0.00 | | | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4c Graduation Rate Notes | 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 |

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|---|---------------|------------------------|----------------------|
| Measure 1 | Is the school ensuring that secondary students successfully complete coursework? | Result | Points Possible | Points Earned |
| | Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. | | 100 | |
| | Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. | | 80 | |
| | Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. | | 40 | |
| | Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better. | | 0 | |
| Notes | For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as complete the course with a 60% or better. The school will report data to the PCSC by October 1. | | | <u>0.00</u> |
| Measure 2 | | Result | Points Possible | Points Earned |
| Measure 2 | Is the school ensuring that elementary students make appropriate academic growth in language arts? | | | |
| | Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. | | 100 | |
| | Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. | | 80 | |
| | Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. | | 40 | |
| | Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments. | | 0 | |
| Notes | For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1. | | | <u>0.00</u> |

| | | Result | Points Possible | Points Earned |
|------------------|---|--------|-----------------|---------------|
| Measure 3 | Is the school ensuring that elementary students make appropriate academic growth in math? | | | |
| | Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. | | 100 | |
| | Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. | | 80 | |
| | Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. | | 40 | |
| | Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1. | | | |
| Measure 4 | Is the school encouraging special education students' motivation to learn? | | | |
| | Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide. | | 100 | |
| | Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide. | | 80 | |
| | Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide. | | 40 | |
| | Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1. | | | |

| | | Result | Points Possible | Points Earned |
|------------------|---|--------|-----------------|---------------|
| Measure 5 | Is the school encouraging at risk secondary students to engage in their learning? | | | |
| | Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument. | | 100 | |
| | Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument. | | 80 | |
| | Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument. | | 40 | |
| | Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk". The school will report data to the PCSC by October 1. | | | |
| Measure 6 | Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation? | | | |
| | Exceeds Standard: 90%-100% to 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit course prior to graduation. | | 100 | |
| | Meets Standard: 70%-89% to 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit course prior to graduation. | | 80 | |
| | Does Not Meet Standard: 40%-69% to 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit course prior to graduation. | | 40 | |
| | Falls Far Below Standard: Less than 40% to 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit course prior to graduation. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as complete the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1. | | | |

| Measure 7 | Is the school improving middle school students' technology literacy? | Result | Points Possible | Points Earned |
|--------------|---|--------|-----------------|--|
| | <p>Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> | | 100 | |
| | <p>Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> | | 80 | |
| | <p>Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> | | 40 | |
| | <p>Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> | | 0 | |
| | | | | <hr style="width: 100px; margin: auto;"/> 0.00 |
| Notes | <p>Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.</p> <p>The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.</p> <p>ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool.</p> | | | |

| 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? | | 25 | |
| | <p>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.</p> <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 15 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| 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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. | | 25 | |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |
| 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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |

| 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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 | |
| Notes | | | | 0.00 |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| | | 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 | | | <hr/> 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 | | | <hr/> 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 | | | <hr/> 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 occupancy 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 |
| 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 |
| 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 | <p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> | | 25 | |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| Notes | | | | <hr/> 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | 25 |
|---|--|---|--|
| 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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> 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. Falls Far Below Standard: Current ratio is less than or equal to 0.9. | Result 50 10 0 | Points Possible 50 10 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| 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. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> 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. Falls Far Below Standard: Fewer than 15 Days Cash. | Result 50 10 0 | Points Possible 50 10 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| 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. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year. | Result 50 30 0 | Points Possible 50 30 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| Measure 1d Default Default Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments. 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. | Result 50 0 | Points Possible 50 0 | Points Earned <hr/> 0.00 |
| Notes | | | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------|-----------------|---------------|--|----|--|--|----|--|--|----|------|--|---|------|--|--|------|
| <p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p> | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 10 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2b Debt to Asset Ratio</p> | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 30 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2c Cash Flow</p> | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | | 30 | | | 0 | | | | 0.00 |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2d Debt Service Coverage Ratio</p> | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 0 | | | | 0.00 | | | | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

ANOTHER CHOICE VIRTUAL 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 | 60% | |
| - 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 |
|---|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| Course Completion (7-12 grade) | 1 | | | | 100 | 6% | 0.00 |
| Language Arts Growth (K-6) | 2 | | | | 100 | 6% | 0.00 |
| Math Growth (K-6) | 3 | | | | 100 | 6% | 0.00 |
| Motivation to Learn (SPED) | 4 | | | | 100 | 6% | 0.00 |
| Engagement in Learning (7, 9, 11) | 5 | | | | 100 | 6% | 0.00 |
| Postsecondary Course Completion (12) | 6 | | | | 100 | 6% | 0.00 |
| Typing Skills (8) | 7 | | | | 100 | 6% | 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% |

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|-----------------------------|-----------------------------|-------------|-----------------------------|------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% | of points possible | 90% - 100% | of points possible | 85% - 100% | of points possible |
| <p>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.</p> | 55% - 74% | of points possible | 80% - 89% | of points possible | 65% - 84% | of points possible |
| <p>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.</p> | 31% - 54% | of points possible | 61% - 79% | of points possible | 46% - 64% | of points possible |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 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

A. Submission of Meeting Materials (Adopted June 13, 2013)

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.

B. New Charter Petitions (Adopted February 13, 2014)

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. 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. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon 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.
- 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.

3. Petition Evaluation Process (continued)

- 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.
- 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 (Adopted February 13, 2014)

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 be 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. 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.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter 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.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- 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.

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

Another Choice Virtual School, Incorporated
April 17, 2014

ACVS will be open to all students, on a space available basis within each grade level as established by the Board and approved by the Commission. 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

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 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

Appendix H: Enrollment Policy

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 areas for ACVS will be statewide, however, the Board and the Commission will approve enrollment beyond the Educational Region 3, which includes the full 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.

Appendix I: Public Charter School Closure Protocol



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:

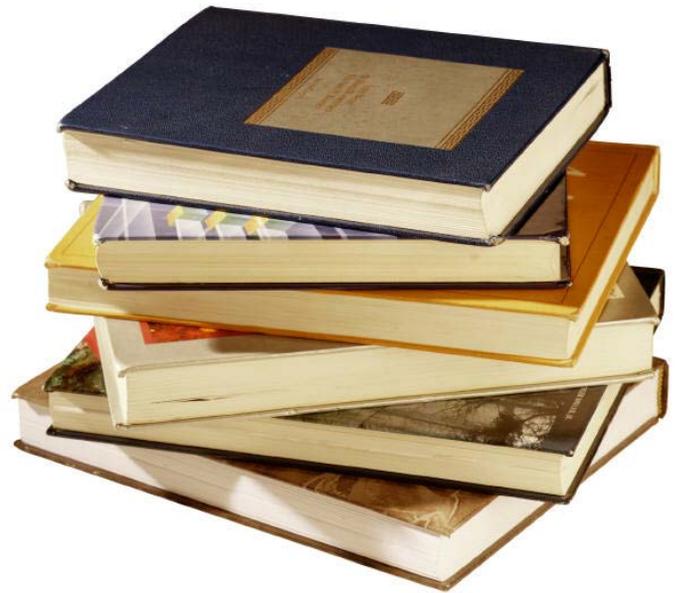
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

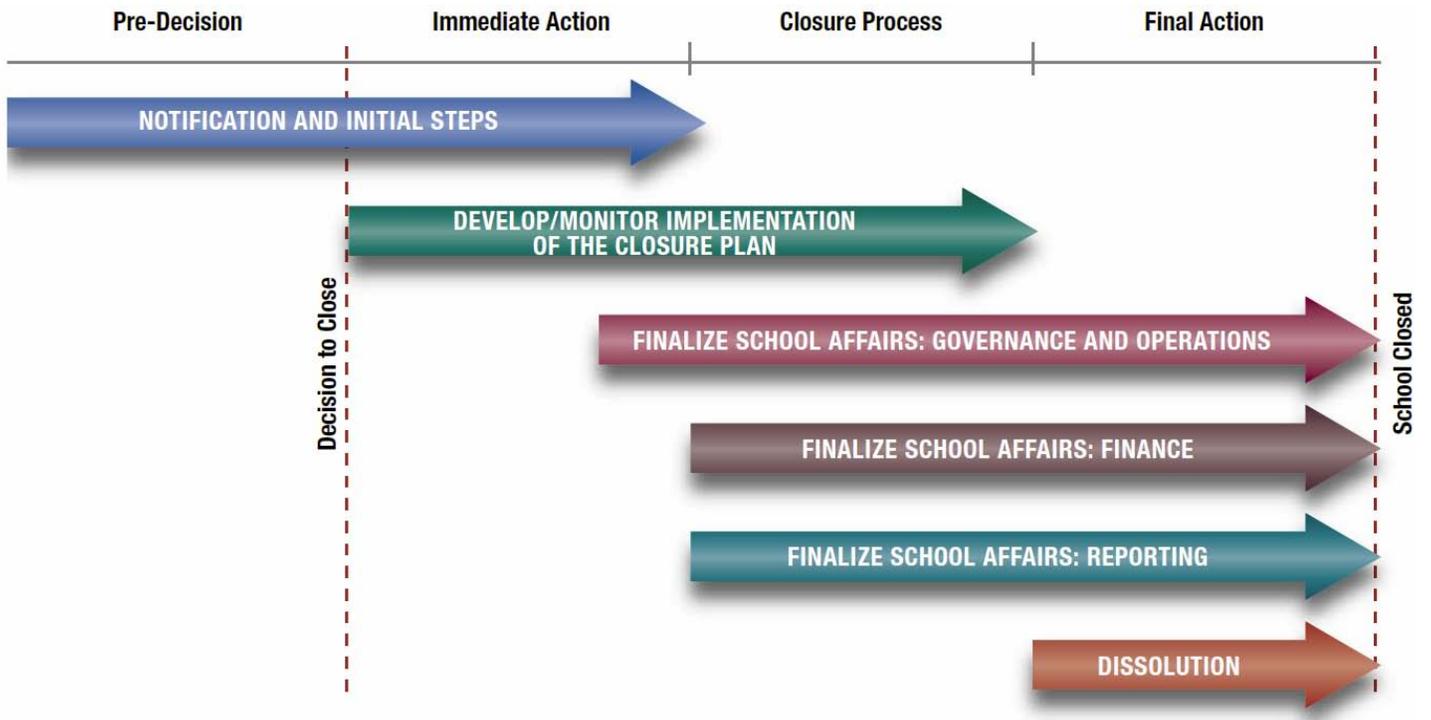
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 | | | |

| | | | | |
|--|-------------------------|--|--|--|
| <p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. | <p>School, PCSC</p> | | | |
|--|-------------------------|--|--|--|

Develop/Monitor Implementation of the Closure Plan

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho STEM Academy DBA Bingham Academy, commonly referred to as Bingham Academy (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 11, 2013, the Authorizer approved the charter petition (the “Charter”) for a new charter school referred to as Bingham Academy subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2014. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of April 17, 2014, and shall continue through June 30, 2017, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.
- B. Grades Served.** The School may serve students in grades nine through twelve.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Bingham Academy will provide and encourage extensive participation in Dual Enrollment coursework so that our students may earn college credits while still in high school.
 - Bingham Academy will provide and encourage extensive participation in Tech Prep coursework leading toward college credits and professional/technical careers.
 - Bingham Academy will provide and encourage extensive participation in STEM

coursework approved by “the STEM academy” leading toward credits provided by their partner colleges.

- 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 400. The maximum number of students who may be enrolled per grade level shall be 100.

In Year One of operations, the school will offer grades 9 and 10, and will enroll no more than 120 students, with no more than 70 students per grade. Enrollment will grow by no more than 80 new students per year, as the school adds up to one new grade level per year. The complete program will offer grades 9-12 with an overall enrollment cap of 400 students and a per-grade enrollment cap of 100 students.

- 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.** 1350 Parkway Drive, Suites 14-19, Blackfoot, ID 83221 (mailing address: Suite 18). The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities. **Attendance Area.** The School's primary attendance area is as follows: Blackfoot, Snake River, and Firth School Districts.
- E. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- F. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Bingham Academy 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

Idaho STEM Academy dba Bingham Academy
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

To Begin 2013-2014

Bingham Academy

Available to all Idaho students with a primary attendance area consisting of Blackfoot, Snake River and Firth School Districts

Presented to

Idaho Public Charter School Commission

December 31, 2012

[this revision received by the PCSC via e-mail on 3-25-13]

Bingham Academy

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TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES, AND MISSION STATEMENT

ARTICLES OF INCORPORATION/DBA

See Appendix A.

BYLAWS

Bylaws Idaho STEM Academy, Inc. doing business as Bingham Academy, an Idaho Non-profit Corporation and Public Charter School

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation’s principle office shall be fixed and located 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 principle office from one location to another within the County of Bingham, 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.

Notwithstanding 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.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be five to seven (5 - 7) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It 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 of Directors, 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 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) Upon charter authorization, the founding board will transition to a governing board. A general meeting of founders and current stakeholders will be convened within 10 working days of official authorization date wherein those present will nominate and elect officers as outlined in Section 6.1 of the Bylaws. A founder is defined as any person, including employees or staff of a public charter school, who makes a material contribution to the establishment of the school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors and in accordance with I.C. 33-5202A. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Founders are recognized by de facto involvement as defined herein. Additional Directors, that is, more than the initial 5 may be added, but not to exceed 7, at the discretion of the current 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 submit a letter of interest and resume.

- ii. Board of Directors applicants will be required to go through a screening process, overseen by the Board of Directors or a committee consisting of staff members, parents, and members of the Board of Directors.
- iii. This screening committee will then nominate to the 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; a legal guardian of a child attending the school; staff members or employees of Bingham Academy; Bingham Academy board members and founders of the charter school that signed the charter petition. Each parent or guardian may vote, but no more than 1 vote will be allowed per family.
- vi. Bingham Academy Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
- vii. The time, date and location of all elections will be advertised by Bingham Academy using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
- viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots must be received by 5:00 p.m. of the day on which the board will receive the tabulated voting results from the third party counters. 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 Bingham Academy, board members and founders of the school that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year. Parents of newly enrolled students are eligible to vote; parents of students who have exited the school will not vote.

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.

Initial Terms

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

- (Seat One) - 1 year
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

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, has failed to attend three (3) consecutive meetings during any fiscal year, 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 petition signed by at least 20 Stakeholders. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or at the next scheduled monthly board meeting during the summer. Such a 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. Resumes of potential directors will be solicited from the stakeholders and the community. 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

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. The board may not continue to transact business or vote if a quorum is not present.

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 permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, 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 principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers will be held as soon as possible thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month. This may change if a Director sees the need to have a different meeting time during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be posted in accordance with section 67-2343 Idaho Open meeting Law at least five (5) calendar days prior to the meeting and an agenda notice posted 48-hours prior to the meeting.

Section 5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open Meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Any special meeting of the Board shall be given at least 24 hours' notice for the meeting and agenda previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publicly in two locations.

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause.

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used by the Board of Directors.

Section 5.8 Order of Business

At the meetings of the Board of Directors, the order of business shall be as follows:

- (a) Call meeting to order.
- (b) Proof of notice of meeting and determination of quorum.
- (c) Reading of minutes of previous meeting.
- (d) Reports of officers and Directors.
- (e) Reports of committees.
- (f) Unfinished business.

- (g) New business.
- (h) Public input.
- (i) Executive session (if needed)
- (j) **Adjournment.**

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 by majority vote of the Board each year at the annual meeting and serve a one (1) year term. If mid-term officer elections become necessary, the same process will be followed.

Section 6.2 Chairman of the Board

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

distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including 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 school secretary may serve as Treasurer.
- (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. Any office filled in such manner will serve the remainder of the existing term.

ARTICLE 7 DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks, or other financial institutions the Board of Directors may from time to time designate. Those funds shall be drawn on checks, drafts, or other orders signed by individuals designated by the Board. The board must adopt policies for the signing of checks, drafts, or orders to ensure

appropriate control over the expenditure of corporate funds and those policies must be included in the Board's Policy Handbook. Under no circumstances is any person authorized to sign checks, draft, or other orders drawn on a financial institution of the Corporation if that person is not covered by the Corporation's errors and omissions policy or directions and officers liability policy.

Section 7.2 Contracts

The Chairman, or Vice-Chairman, is authorized to execute any contract which has been previously approved or has been budgeted by the Board. No member of the board is authorized to bind the corporation by any contract, agreement, understanding, obligation, instrument, or by any other means, in any manner, inconsistent with the will of the Board.

ARTICLE 8 FISCAL AFFAIRS

Section 8.1 Fiscal Year

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

ARTICLE 9 NOTICES

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given in accordance with section 67-2343 Idaho Open Meeting Law.

Section 9.2 Waiver

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

ARTICLE 10 DISSOLUTION

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the authorizing chartering entity.

ARTICLE 11 AMENDMENTS

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board and contingent on the approval of the chartering entity, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. 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. Amendments made to the bylaws must be approved by the authorized chartering entity before they take effect.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix B

SIGNATURES OF QUALIFIED ELECTORS

See Appendix C

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix D

IRS 501(c)(3) DESIGNATION

See Appendix E

Mission Statement

The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

Vision Statement

Bingham Academy will emphasize opportunities for high school students to earn both secondary and postsecondary credit during their high school years. Whether they choose a traditional university, a professional-technical school, or other specialized postsecondary training, the focus will be to maximize each individual's high school experience toward postsecondary education.

Each student will come to understand that high school is a preliminary step and that postsecondary education is essential to career success. Bingham Academy will provide a safe and supportive environment where each student can optimize learning.

TAB 2: PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER SCHOOL

Bingham Academy will serve the community and students by offering an educational choice currently not available. There are over 400 charter school students in grades K-8. A great many of the charter parents see a powerful need for and want a choice beyond eighth grade. Other community members also support the need for charter education as evidenced by the fact that only 31% of the students in the community's current charter middle school (grades 6-8) were students in the charter elementary school.

All students will participate in a common core of learning that will fulfill the school's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy will offer a unique opportunity for students to maximize postsecondary credit opportunities. The school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

Bingham Academy instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

Physical Facilities

Bingham Academy recognizes the need to provide adequate and safe facilities without burdensome fiscal commitments. Bingham Academy has developed three options to meet its initial facility needs.

Primary Facility Plan

The primary facility plan option consists of purchasing modular insulated panel units from Diverse Services Group (DSG) on a seven year contract. Total cost is listed in Appendix F. These units can be converted into the Bingham Academy permanent building. The initial units to operate the school for the first year consists of 6 classroom units, each 28' x 32'; 1 administrative unit, 10' x 30' and 1 bath unit, 12' x 30' (boys and girls unit). Additional units will be added until the school population reaches a total of 400 students.

These modular units will be located on property leased from the Idaho Science and Technology Charter School. A Letter of Intent from ISTCS is included in Appendix F. This location includes the infrastructure plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. This lease includes grounds maintenance and snow removal as listed in the Letter of Intent. Set up costs, as detailed in the budget, include building, sewer and electrical permits. The vendor will ensure that all modular units meet all local and state regulations for schools. A visual of the proposed site is found in Appendix G.

Secondary Facility Plan

Bingham Academy's secondary facilities plan includes two elements: 1) leasing modular classrooms and offices from Design Space Modular Buildings; 2) leasing land from Mr. Warren A. Hahne. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of five modular classrooms (three are double classrooms in one unit) on a year-to-year lease basis. Appendix H contains the Design Space estimates.

A letter of intent to lease land from Mr. Hahne is included in Appendix H. The Set up costs include building, sewer and electrical permits. The vendor would ensure that all modular units meet all local and state permits, regulations and inspection for schools.

Based on the estimates provided by the vendors, Option 2 would cost \$2,935.00 more than Option 1 for the initial year. In the event that BA's enrollment grows beyond the anticipated 100, the Best Case budget projections include additional facility costs. Facility costs for the worst case scenario remain the same as the most likely case.

Tertiary Facility Plan

Appendix I contains a Letter of Intent from the Woodbury Corporation for Bingham Academy to lease 16,000 square feet in the Riverside Plaza. This space formerly housed Bradbury College Outreach classrooms, the Blackfoot Book Store, and the Twin Theatre. It would provide space for 9 classrooms, offices, restrooms, a small auditorium, and a small gymnasium. A copy of the existing floor plan is included in Appendix I, as well as a visual of the mall.

Randy Woodbury (CEO and Owner) has been involved with retrofitting other similar facilities for Charter School use. He understands how charter school are funded and has indicated that if BA moves ahead with this option, they will structure a flexible lease payment plan tied directly to student enrollment numbers.

Prior to the start of school, facilities will be inspected to ensure compliance with Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Attendance Area

The primary attendance area includes Blackfoot, Snake River, and Firth School Districts. A map of the attendance area is documented in Appendix J. These students will be given priority as designated in Idaho Code Section 33-5205(3) (j), however, students from other areas may be

enrolled. Interest has been expressed by residents in all of these areas. A survey of area families indicates there is sufficient interest to meet the initial enrollment levels. See Appendix K. Bingham Academy will endeavor to maintain small class sizes, with no more than 30 students per class.

Potential Impact on the School Districts

BA's potential impact on surrounding school districts uses the survey of area families (Appendix K) to calculate that 60% of BA's first year enrollment is projected to come from current Idaho Science and Technology Charter School students; consequently these students do not represent an enrollment decrease to surrounding school districts. The remaining 40% (or 40 students) are projected as follows: 72.5% (29) from Blackfoot School District; 22.5% (9) from Snake River School District; 5% (2) from Firth School District.

At capacity, the total enrollment cap for Bingham Academy is 400 students with a cap of 100 students/grade level. It is recognized that few older students would be attracted to the school for the first years; consequently, the initial year budget is projected on a student population of approximately 100 students in grades 9 and 10. Once again, based on the most current Survey of Attendance Area Families (Appendix K) BA's first year enrollment is projected to be 60% ninth grade and 40% tenth grade. Grade 11 will be added the next year, followed by grade 12 the succeeding year.

Currently there are approximately 2,121 students in grades 9-12 within the Bingham Academy primary attendance area. When filled to capacity, Bingham Academy's goal is to enroll approximately 20% of this population.

Bingham Academy will benefit students, families and the community. Student benefits are smaller classroom size, more diverse educational opportunities, and increased innovation in teaching and greater accountability for the school to retain them. Family benefits are increased parent involvement in the education of their student, higher potential their student will graduate from high school and attend post-secondary institutions and school choice. Community benefits of Bingham Academy include the ability of Bingham Academy to focus on a STEM curriculum that reflects the needs of the local industries, competition with local schools that translates into a better education for all students and more educational opportunities for all students through collaborative efforts of local schools.

The attendance areas for Bingham Academy and Chief Taghee Elementary Academy overlap for the Blackfoot School District #55. Chief Taghee Elementary Academy will enroll elementary school students and Bingham Academy will enroll high school students. These student populations are mutually exclusive. Establishing BA in the Blackfoot School District will primarily impact students of high school age in that district. Much of that impact is alleviated by the fact that 60% of the students to enroll at BA will be transfer students from the Idaho Science and Technology Charter School.

Bingham Academy will not rely on adjacent school districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, or other administrative or special needs. Bingham Academy will partner with the other charter schools in the area to provide these services in the most economically conservative way possible.

Administrative Services

Administrative services for the school will be provided by the school's Chief Administrator, who will serve as both the building level principal and LEA administrator. A description of the Chief Administrator's responsibilities is included in Appendix L. A full-time secretary to handle paperwork and required reporting and a part-time business manager will take care of the school's fiscal affairs. Appendices V and W contains a detailed budget that demonstrates how all employee costs will be covered.

Day-to-Day Operations

The Chief Administrator will determine the day-to-day operations of Bingham Academy.

Civil Liability

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.

Insurance Coverage

Bingham Academy will procure and maintain insurance on its facilities, equipment, and other assets 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.

Proof of insurance will be given to the Public Charter School Commission each time it is renewed to maintain continuous coverage. Bingham Academy 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

Educational Program

The Bingham Academy educational program focuses on preparing all students for their future by first graduating from high school and second improving their college and career readiness. BA provides the opportunity and encouragement for students to earn post-secondary credit through concurrent/dual credit enrollment, tech prep, and through a pre-engineering STEM education program. These work synergistically to prepare students for their future.

Dual Enrollment

The intended outcome of all dual enrollment programs is to provide high school students with the opportunity to pursue college-level coursework while still in high school. It is also a way to smooth the transition to college for students traditionally underrepresented in higher education. Many scholars and practitioners are coming to believe that high school students who have the opportunity to participate in college courses are more likely to enroll in college and succeed once there. Dual enrollment has multiple purposes. These include the following:

- Advanced academic options for high-achieving students. Dual enrollment programs were originally developed to provide high-achieving students with academically rigorous courses beyond those offered at the secondary level. Sometimes, this was viewed as a way for them to make better use of the senior year of high school. This continues to be the central purpose of dual enrollment locally and nationally.
- Preparing a skilled workforce for the 21st century. An increasing number of policymakers, educators and researchers are promoting dual enrollment as an avenue for building a workforce with the knowledge and skills needed for the emerging globalized economy. With almost 80% of the nation's fastest-growing jobs requiring some postsecondary education, there is a growing recognition that a college education is necessary to prepare a workforce for the present and future economic realities. Dual enrollment is viewed as an important mechanism for encouraging students to enter college and meet the needs of the emerging job market.

Tech Prep

This program receives significant federal funding to focus on preparing high school students interested in preparing for professional/technical careers to earn college credit by aligning high school courses with entry-level college courses. Many Tech Prep students enter postsecondary education with one or more years completed toward an Associate Degree. Often they also have completed important industry-related certification.

- Include both academic and technical courses of study.
- Focus on preparing students to transition seamlessly to post-secondary education.
- Promote post-secondary education so Tech Prep students graduate with in-demand technical and marketable skills.

STEM

Educationally, STEM instruction is viewed as a tool to successfully accomplish all learning goals. Additionally, as a field of study, STEM looks for highly proficient students and tries to increase their interest in these fields so that we develop the innovators of the future. Our goal is to get them through high school prepared for rigorous college coursework so they can become the leaders of tomorrow's industry. Educationally we see STEM as a very specialized, high-tech field we are grooming our students to join. Industry, on the other hand, has a very unique view.

STEM from the workforce perspective is significantly different and more about grooming workers with 21st-century skills who are ready to jump right in. When teachers think about technology, we envision computers, touchscreens, and digital data-collection tools. Technology in industry is about thinking outside the box and using materials to solve problems. Scissors were once considered a form of technology, and for industrial purposes, they really are. They were created to solve a problem: how to cut something more precisely. Problem-solving and developing quick and cost-effective solutions on the go are what industry is seeking in the next-generation workforce.

Biochemistry, engineering, computer programming, and emerging technologies are just a small sliver of what the STEM workforce needs. These positions require the most skills, and we need to continue developing students for these specialized fields, but we cannot forget the larger segment of industry that relies on STEM. Construction, transportation, and even the hospitality industry rely on a STEM-developed workforce. Whether it's understanding how an engine works, or plotting trucking routes, the advanced level of technical knowledge and problem-solving capability needed for these positions have become obstacles that did not previously exist. Industries view career and technical education as a key piece of STEM education. Students must be prepared for any path they choose in life, whether it is directly into a STEM career or studying a specialized STEM field in college.

The educational program at Bingham Academy is about preparing all students for their future.

Thoroughness Standards (Idaho Code 33-1612)

Bingham Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It will establish a thorough system of instruction that will fully address 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. Students have 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.

Objectives: Bingham Academy will:

- 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, ensuring the school is drug-free, 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 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: Bingham Academy will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Bingham Academy will:

- 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.
- Provide character education as an integrated part of the curriculum
- Provide opportunities for community service and service learning

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: Bingham Academy will:

- Emphasize meaningful language experience in literature, writing, and spelling, enhanced by dramatization and speech.
- Provide a technology-rich environment that enhances communication. A technology-rich environment is defined as an environment well equipped with computer hardware, software, electronic whiteboards and rich digital and online curricular resources. In a technology-rich learning environment interactive learning, higher level thinking skills, and student engagement are pervasive, whether students are learning math, science, reading, or history. Digital cameras, interactive white boards, robust courseware, digital content, and computers provide students with opportunities to collaborate and connect to the rich and relevant content that might not usually be available. Using technology tools enables teachers to develop personalized learning plans for students of varying learning abilities. The needs of the gifted student are met as well as those of the slower learner without affecting the progress of any student or group. In a technology-rich environment students are likely to spend up to 45-55% of their time using some form of technology.
- 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. In the event Bingham Academy is unable to fill positions based on FTE projections, BA will utilize one of the distant learning academies or college/universities to meet these needs in a facilitated lab or independently.

Standard e: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided.

Goal: Offer a thorough, dynamic, and interactive academic program where pacing is driven by student capabilities and opportunities for postsecondary credit are maximized for each individual. Students must be well grounded in the basics such as reading, writing, and social studies, with an overarching emphasis on science, technology, engineering, and mathematics (STEM).

Objectives: Bingham Academy will:

- Develop relationships with multiple universities and colleges to offer a broad range of concurrent and/or dual enrollment opportunities for students.
- As provided in the budget projections, Appendices S and T, establish computer labs with full-time facilitators where students will receive effective support while pursuing postsecondary courses. Initially one computer lab augmented with SDE-supplied laptops will be established. A second lab will be established in the second year of operation. This will provide a ratio of 1:2 to 1:1 computers per student.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, Bingham Academy will use methods of instruction that employ technology and prepare students for successful careers. This also includes a strong emphasis on real-life experience

and hands-on experimentation. It will be important for the school to access and integrate resources such as the INL and other local industries into classroom and field instruction.

- Field trips and career development will be used to expose students to a wide range of career options.

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 to enter the work force with a solid foundation of knowledge and skills.

Objectives: Bingham Academy will:

- Provide a strong foundation in core subjects such as English and History, with strong programs in science, technology, engineering and mathematics.
- Provide a technology-rich environment that supports and encourages the effective use of resources to pursue both secondary and postsecondary educational opportunities.
- 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 tools such as computers, scientific equipment, and networks linked to local and worldwide resources.

Objectives: Bingham Academy will:

- Develop and maintain labs of computers with full-time facilitators that provide online access to colleges and universities across the nation and beyond.
- Ensure students use interactive technology and tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Ensure students use computer networks and the internet 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: Through its service learning program, Bingham Academy will:

- Provide a program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- 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..

Bingham Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects its expanded resources. A strong emphasis is placed on hard work, responsibility, honesty, and respect. This helps to create an environment that allows peace of mind and maximizes learning potential.

Defining an Educated Person

An educated student is one who is prepared for a successful future where technology and science are an integral part of every career. This requires a solid academic core, an in-depth knowledge of modern technologies, and productive work habits. In addition, individuals need the ability to accept responsibility, work cooperatively with a team, and the ability to solve complex problems.

Bingham Academy believes that high school can serve a much more productive role in preparing individuals to become a truly educated person.

When Learning Best Occurs

Bingham Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. Bingham Academy's core educational philosophy is that learning best occurs when:

- students experience the connection between school curriculum and the real world
- students actively engage in hands-on and practical tasks
- student activities are integrated, meaningful, and applicable
- learners 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

- expectations for student achievement are held to a high level
- advanced learning opportunities are an integral part of each class
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

Bingham Academy is committed to the concept that during high school, students can make significant progress toward a college degree or professional-technical certificate.

Instructional Methods

Bingham Academy instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

After Bingham Academy is authorized and funded, the school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

BA has contacted High School/Concurrent Credit Coordinators for the surrounding colleges and universities, as well as the Engineering Academy 101 to discuss BA's college credit options. College and universities through which students can earn college credit for Engineering Academy 101 courses include: Purdue University, the United States Academy at West Point, University of Wisconsin, Massachusetts Institute Technology and the United States Naval Academy. Each has expressed full willingness to work with us. Any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs, will be the responsibility of the family if a student takes courses eligible for dual credit.

Bingham Academy classrooms will employ a multiplicity of methods to ensure student learning. These methods include the following:

- The Subject Matter Method presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The charter school utilizes computer and other technology-based learning to increase the efficiency of this method and to provide the opportunity for everything from rote drill to complex analysis and problem solving.
- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall

and possession of the information.

- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. This method emphasizes learning, the democratic way of thinking, training in reflective thinking and training in self-expression.

Professional development is a critical component of the Bingham Academy 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. Bingham Academy professional development will occur through the following:

- hiring teachers as early as possible and begin pre-service training organized by administrative personnel and covering the unique aspects of BA's emphasis
- extensive teacher mentoring (see next bullet)
- a four day student week, with every Friday 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.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's goal to Produce students who possess the academic skills and personal habits needed for success in the 21st century. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards section of this petition. All course work will be available for high school credit. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy students will:

- be responsible users of scientific information
- gain hands-on skills and practical knowledge in the use of technology across the curriculum
- participate in a well-defined career exploration and preparation program
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- develop well defined oral and written skills
- develop their aesthetic talents in areas such as music, visual, and/or performance arts
- participate in a comprehensive program of community service that teaches responsible citizenship both locally and beyond

Bingham Academy recognizes that true education means students acquire knowledge and

develop skills. This knowledge and these skills enable them to become proficient practitioners and establish a foundation for advanced study and career options.

The Bingham Academy curriculum is unique in that it contains traditional academic subjects as well as a strong emphasis on science, technology, mathematics, pre-medical and pre-engineering options. The Idaho State Board of Education's Thoroughness Standards serve as the starting point. Traditional core curriculum areas such as language, arts and social studies remain vital. They are augmented by music, art, career, health, physical, and professional-technical education.

Bingham Academy will establish a pre-engineering curriculum the first year and seek to establish a pre-medical professions curriculum no later than the third year. For each of these, qualified teachers will be hired as described in TAB 6.

Classrooms and computer labs provide the space and technology for these curricula. In the initial start-up year there is one computer lab with 24 computers with software and associated equipment. These facilities may be augmented with laptops provided by the SDE as part of the Students Come First Plan. A second computer lab will be added the second year of operation. The cost of the initial computer lab was determined by the IT specialist for ISTCS and is documented in Appendix M. Instructors and facilitators will be recruited through regional university teacher career fairs, university career centers and advertising on the school website, the state SDE website and through local newspapers. Hiring preference will be given to those applicants with more than one endorsement. Teachers hired as instructors of the Academy 101 curriculum will receive on-site training and earn 3 graduate school credits through the University of Wisconsin. Bingham Academy will need to hire facilitators and instructors early and train them due to the unique nature of their responsibilities. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. The primary forum for training faculty will be the Friday staff development meetings.

STEM Education: The goal is to develop a STEM literate student citizenry with open ended problem solving capacity while improving student growth, closing achievement gaps, decreasing dropout rates, increasing graduation rates, and improving teacher and principal effectiveness. STEM education involves more than education in the separate fields of science and math. STEM involves curriculum that integrates rigorous project-based content from science, technology, engineering, and mathematics, within the context of designing solutions to real-world problems, especially those at the local level where communities can be positively affected. STEM students will conduct scientific experiments, gather and analyze data, draw and communicate conclusions, develop and evaluate prototypes, and think critically. Integrated STEM education is a very effective way to engage students in higher order critical thinking and problem solving skills by placing rigorous mathematics and science in the context of technology and engineering. STEM education at Bingham Academy includes the modules from the Academy 101 Foundation Course (Appendix DD) and the courses offered through dual enrollment at Idaho's colleges and universities (Appendix CC).

The STEM Academy 101 program includes an intensive 3-day orientation and training program for teachers and administration. Participants will learn the STEM pedagogy, best practices for curriculum delivery, course sequencing, career pathways, and how to manage student outcome

data. (See Budget for curriculum costs and professional development for teachers and administration, Appendix W and X).

Modules of the Foundation Course schedule represent the recommended curricular content foundation required to deploy a true STEM academic model with the capacity to empower an entire school with the resources to integrate an interconnected or multidisciplinary approach to STEM. Courses feature learning activities based upon STEM principles which challenge students to develop critical thinking and problem solving capacity. The real world learning activities utilize resources demanded by industry today and tomorrow. Students will explore aerodynamics, aeronautics, alternative energy, architecture, biotechnology, electronics, engineering, material science, robotics and sustainability. Modules within the foundation course are described in Appendix DD.

Language Arts (English and Foreign): The goal is to develop learners who are effective communicators, who enjoy literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical and expository writing. Communication skills include speaking, writing, and presentation skills. The innovative teaching methods will expand to include modern technological tools such as tablets, iPads, iPods, and 3-dimensional visual software. These technological tools will be limited the first year and expanded as funds become available the second and third years. In addition to high school credit in each of the Language Arts and foreign language areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Speech, English Composition, Introduction to Literature, Elementary French, Elementary German and Elementary Spanish.

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.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in each of the Science and Health areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Concepts in Biology, General Biology I and II, Environmental Science, Anatomy and Physiology, and General Chemistry.

Mathematics: Students will master computation processes and proceed into algebra and/or geometry as individual ability dictates. Exploring, conjecturing, and thinking concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways. Bingham Academy’s emphasis on math will differ from traditional schools through its focus on specialized curriculum (Academy 101) and postsecondary ties early in the high school years (See

Appendix N). Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in Mathematics, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Calculus I and II, Introduction to Statistics, Applied Statistics and General Physics I and II.

Social Studies and Community Service: The curriculum will include the basic elements of history, government, geography, economics, sociology and citizenship with a focus on local, state, national, and world history. In addition, there will be a strong emphasis on community service in Grades 9 through 12. Bingham Academy will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. In addition to high school credit in each of the Social Studies and Community Service areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix CC. Courses available for dual credit include Foundations of European History and US History.

Career Education: Through the Idaho Career Information System (CIS) BA will provide direct access to the vast array of career opportunities available in today's world. Additionally, individuals will work to recognize and understand their unique aptitudes, interests, and abilities as assets in the world of work. This will be accomplished through administering aptitude and interest survey throughout the high school years, along with career counseling and internships. Individuals will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success.

Technology Education: Students will gain a strong understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world around us as an integrated part of each classroom and its pre-engineering program. Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Modern technological tools such as tablets, iPads, iPods, and 3-dimensional visual software as well as the traditional computer lab and SDE supplied student laptop will be available to students to enhance the integration of technology into the classroom. Bingham Academy will provide our learners with technology skills that prepare them for future employment. Bingham Academy will comply with all requirements set forth in the Children's Internet Protection Act.

Professional-Technical Education: Bingham Academy will offer strong and effective programs to prepare students who are interested in engineering and health professions careers. These programs will accelerate learning opportunities through dual and online postsecondary coursework as previously described. Programs available to Bingham Academy through the Eastern Idaho Professional Technical High School are documented in Appendix N. Costs for local PTE programs for students to attend are approximately \$1000.00/year through a consortium. BA will bear these consortium costs.

Curriculum Development and Approval

Bingham Academy recognizes that curriculum development is a continuous process. Prior to the completion of the first year of operation curriculum will be fully aligned with the Thoroughness

Standards as documented under Tab 3. As the state of Idaho implements the Common Core State Standards over the next 3 years, Bingham Academy will use these standards to guide its curriculum implementation. Bingham Academy will continue to develop its curricular offerings by establishing and nurturing relationships with colleges and universities across the county. Both the secondary and postsecondary curriculum will be evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Chief Administrator to include written goals.

Textbooks and Curriculum

Bingham Academy will follow the Common Core State Standards. Textbooks for the school are not yet chosen and will be selected as required by online courses and by curriculum committees that include the Chief Administrator, teachers, and parents. Textbooks will be approved by the State Department of Education.

Educational Programs and Services

Means for all educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be provided from the first day of school forward.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through qualified school employees or other non-employee contracted private professionals.

How Special Education and Other Special Needs Will Be Met

Bingham Academy serves all children including special education, gifted and talented, and LEP (Limited English Proficient) students. Bingham Academy follows the requirements of IDEA, the State of Idaho, and all other federal and state mandates regarding special needs students.

Bingham Academy will adhere to *The Idaho Special Education Manual*, and will adopt and implement 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 Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

Bingham Academy budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and other services as requirements in IDEA and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2012-2013 school year.

Bingham Academy will conduct a yearly Child Find activity. This will include a three step process leading to the determination of whether or not a student requires special education services.

This process will follow the procedure outlined in the Idaho Special Education Manual and will focus on:

- Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- Step 2. Ensuring that staff and the school's constituents are informed of the availability of special education services
- Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

Nondiscriminatory enrollment procedures

Bingham Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this petition, is consistent with the mission of Bingham Academy and civil rights requirements.

LRE Requirements

Bingham Academy will provide special education and related services to eligible Bingham Academy 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 as Bingham Academy. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

If an IEP team determines that a student's academic needs cannot be met on site, the school will contract with another agency to provide those services. The school will, however, continue to monitor student progress.

Regardless of transportation services for other students, Bingham Academy will also provide transportation services to those students whose IEP requires it.

Bingham Academy will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals

listed in the student's IEP.

Gifted and Talented program

Gifted/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.

After qualified personnel are hired, Bingham Academy will develop a written plan for its gifted and talented program and submit it to the authorized chartering entity and State Department of Education. Updated plans will be submitted every three (3) years thereafter. Bingham Academy's plan shall include the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation
- Bingham Academy will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

The school will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. 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.

The needs of identified gifted and talented students will be met through advanced learning opportunities (focus on dual enrollment), added leadership responsibilities and opportunities for internships, community service and other programs (STEM Academy 101). Dual enrollment opportunities are documented in Appendix CC and STEM Academy 101 modules are detailed in Appendix DD.

LEP Students

Bingham Academy will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Idaho LEP program guidance will be used to support the needs of students who are English language learners (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (ELA) will be used to assess English proficiency as English language learners progress through school.

Students who are eligible for the LEP program will participate in the NCA LEP program according to state and federal guidelines. State and federal mandated testing of LEP students will be administered. LEP servicers may be provided on-site or contracted out. The IELA will be used to monitor student growth.

Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other LEP instructional approaches. Educational Learning Plans (ELP) will be developed to support ELLs. ELPs will be developed and overseen by teachers certified in Bilingual Education.

IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program.

The LEP program will be evaluated based on collected data and trends and will be revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

LEP program eligibility criteria:

- Registration cards will include at least the following question: What is the primary language spoken at home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested using the “Woodstock Munoz” test to determine the student’s English language proficiency within 30 days of registration or within two weeks of entry into the school.
- If a student tests less than proficient on the English language proficiency test, a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the service.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in the LEP program.
- Those students placed in the LEP program can be counted for state and federal funding purposes.

Additional Special Needs Services

As required by state and federal statutes, students attending Bingham Academy who are identified as disadvantaged to the extent that they may require Special Education, Title I or Section 504 services or requiring other accommodations will receive those services at or through Bingham Academy or at an alternate site.

Dual and Concurrent Enrollment

Bingham Academy students will be allowed to participate in dual enrollment with other public schools as required by Idaho Code 33-203. Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203 (1). State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents.

Concurrent enrollment will include the option of enrollment in a postsecondary institution if the student chooses. Any credits earned from the accredited postsecondary institution will be credited toward graduation requirements as outlined in Bingham Academy Board Policy. If a student takes courses eligible for dual credit, any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs will be the responsibility of the family. Information regarding this responsibility will be clearly communicated to parents through parent and student handbooks, course descriptions, registration materials, etc.

TAB 4: MEASURABLE STUDENT EDUCATIONAL STANDARDS

Measurable Student Educational Standards

Bingham Academy will accomplish the following standards:

1. 86% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Reading, section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
2. 84% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Mathematics section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
3. 77% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Language Usage section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
4. 75% of students who have been at Bingham Academy since the beginning of the (current) school year will achieve a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in each of the Reading, Mathematics, and Language Usage sections of the ISAT or ISAT-Alt. Assessment.
5. ~~25%~~ The percentage of BA juniors will who achieve a score indicating college readiness on either the SAT, ACT, ACCUPLACER Placement Test, or COMPASS will meet or exceed yearly state standard to achieve at least 4 points for college readiness within the Star Rating System.
6. 75% of graduating seniors will successfully complete at least 18 postsecondary credits prior to graduation, with a letter grade of “c” in at least one class. Successful completion means a passing grade as determined by the postsecondary institution.
7. Each year, BA will achieve a four-year graduation rate of at least 90%.

Methods for Measuring Student Progress

Methods for measuring student progress will include, but not be limited to:

Standards 1, 2, and 3:

Data regarding the percentage of students scoring advanced or proficient on the ISAT will be pulled directly from the school’s official ISAT results.

Standard 4:

The percentage of students whose Student Growth Percentile (SGP) is equal to or greater than their Adequate Growth Percentile (AGP) will be calculated using official testing results for each individual.

Standard 5:

The percentage of Bingham Academy juniors designated as “college ready” will be determined according to the scores achieved on the individual tests listed.

Standard 6:

A letter grade of “C” must be earned in at least one college level course. Successful completion of postsecondary credit is defined as receiving college level credit from at least one postsecondary institution. The percentage of graduating seniors receiving 18 or more postsecondary credits will be determined by the school counselor and through an examination of each senior student’s file.

Standard 7:

The percentage of seniors achieving on-time graduation will be determined as defined by the State of Idaho. This calculation takes into consideration when each student entered high school as well as the number of years it has taken him/her to graduate. It also defines and includes drop-out considerations.

Provisions by Which Students Will Receive Standardized Testing

Under the direction of the School Test Coordinator, standardized testing will be conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:

Any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Additionally, all postsecondary tests or assessments to be administered at Bingham Academy will strictly adhere to the policies and processes defined by the postsecondary institution.

Accreditation

During its first year of operation, BA will apply to the Northwest Accreditation Commission as required in IDAPA 08.02.02.140 for secondary accreditation. In compliance with Idaho State Board of Education Rules BA will complete the state accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment.

All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

Throughout the accreditation and strategic planning process, Bingham Academy will comply with all provisions of NCLB, ESEA, and/or of other federal and state mandates. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required.

Accreditation reports outlining the attainment of standards will be submitted to both the authorized chartering entity and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status.

After accreditation, the Chief Administrator will submit annual accreditation reports to the Idaho State Department of Education. BA representatives have reviewed Idaho and Northwest accreditation requirements. The school will fully comply and meet accreditation requirements.

Copies of all annual reports including accreditation reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the authorized chartering entity and other required state officials, and federal agencies. Parents and the public in general will also be provided access to report information, where appropriate.

Improvement Planning

If Bingham Academy is placed in “needs improvement” status, the school will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school’s administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the board of directors.

Bingham Academy will also develop a Continuous School Improvement Plan based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement.

Additionally the school will comply fully with the national and state mandates for No Child Left Behind including full compliance with the steps established by the ACT. The following chart lists the specific school improvement requirement per each year missing AYP. Should the time come that BA is placed in “needs improvement” status, the board of directors and the school administrator will guide the school through the process as required by the state of Idaho.

AYP TIMELINE

| Improvement Year Status | When the Status Takes Effect | Accountability Workbook Label | School Improvement Requirements | LEA Improvement Requirements |
|--------------------------------|-------------------------------------|--------------------------------------|--|-------------------------------------|
|--------------------------------|-------------------------------------|--------------------------------------|--|-------------------------------------|

| | | | | |
|-----------------------------------|---|---------------|---|---|
| Not in "Needs Improvement" | N/A (or in the year following 2 consecutive years of making AYP) | Year 1 | None | None |
| Alert | Year Following the 1st time Missing AYP | Year 2 | None | None |
| School Improvement Year 1 | Year Following 2nd Consecutive Time Missing AYP | Year 3 | School Improvement | LEA Improvement |
| | | | <ul style="list-style-type: none"> • Technical Assistance from LEA | <ul style="list-style-type: none"> • Technical Assistance from SDE |
| | | | <ul style="list-style-type: none"> • Choice | <ul style="list-style-type: none"> • Develop and implement an Improvement Plan |
| | | | <ul style="list-style-type: none"> • Develop and implement a School Improvement Plan | |
| | | | <ul style="list-style-type: none"> • Supplemental Services (SES) for eligible students in reading and math if choice not available | |
| School Improvement: Year 2 | Year Following 3rd Consecutive Time Missing AYP | Year 4 | School Improvement | LEA Improvement |
| | | | <ul style="list-style-type: none"> • Technical Assistance from LEA | <ul style="list-style-type: none"> • Technical Assistance from SDE |
| | | | <ul style="list-style-type: none"> • Choice & SES | <ul style="list-style-type: none"> • Implement the LEA Improvement Plan |
| | | | <ul style="list-style-type: none"> • Implement Intervention Plan School Improvement | |

| Corrective Action | Year Following 4th Consecutive Time Missing AYP | Year 5 | School - Corrective Action | LEA - Corrective Action |
|--|---|---------------|---|--|
| <i>[School Improvement Year 3]</i> | | | <ul style="list-style-type: none"> • Choice & SES | <ul style="list-style-type: none"> • Technical Assistance from SDE |
| | | | <ul style="list-style-type: none"> • Technical Assistance from LEA | <ul style="list-style-type: none"> • Plan for and Implement Corrective Action |
| | | | <ul style="list-style-type: none"> • Plan for and Implement Corrective Action | |
| Restructuring Year 1: Planning | Year Following 5th Consecutive Time Missing AYP | Year 6 | School - Restructuring | LEA - Corrective Action |
| <i>[School Improvement Year 4]</i> | | | <ul style="list-style-type: none"> • Choice & SES | <ul style="list-style-type: none"> • Technical Assistance from SDE |
| | | | <ul style="list-style-type: none"> • Develop a Restructuring Plan for Alternative Governance | <ul style="list-style-type: none"> • Plan for and Implement Corrective Action |
| | | | | |
| Restructuring Year 2: Plan Implementation | Year Following 6th Consecutive Time Missing AYP | Year 7 | School - Restructuring | LEA - Corrective Action |
| <i>[School Improvement Year 5]</i> | | | <ul style="list-style-type: none"> • Choice & SES | <ul style="list-style-type: none"> • Technical Assistance from SDE |
| | | | <ul style="list-style-type: none"> • Implement the Restructuring Plan for Alternative Governance | <ul style="list-style-type: none"> • Implement Corrective Action |
| | | | | |

* School Improvement Holding - Years are marked with an asterisk on the State Report Card and delay the implementation of any new AYP requirements. However, all previously existing requirements must still be met.

Academic performance each year is determined by the Adequate Yearly Progress Proficiency Targets established by the State of Idaho. These are as follows:

| AYP Proficiency Targets | | | |
|---|-----------|-----------|-----------|
| % Proficient or Advanced Needed Under Indexing | | | |
| School Year | 2013-2014 | 2014-2015 | 2015-2016 |
| Reading | 85.60% | 90.40% | 95.20% |
| Mathematics | 83.00% | 88.70% | 94.30% |
| Language Usage | 75.10% | 83.40% | 91.70% |

The first stage of AYP accountability is School Improvement and it has two phases. In the first year of School Improvement, the school must develop and implement a “School Improvement Plan” that identifies specific actions for improving a school’s performance. Furthermore, parents are entitled to transfer their child to another, better performing school (this is called Public School Choice). As schools of choice, parents decide to send their child to a charter school so offering Public School Choice to charter school parents may mean notifying parents of their right to return to their local school district (a right that charter parents, no matter if the charter is low-performing or not, can always exercise.)

If Bingham Academy is in Alert status and fails to make AYP for a third year, the school will move into “school improvement” status in which parents who elect to keep their child in the underperforming school are entitled to have the child receive, at no cost to them, federally-funded Supplemental Educational Services (SES), such as tutoring. There are no improvement requirements to be followed at this point; however, the school will take action to develop and implement an improvement plan. As both a School and LEA, this designation will require the school to notify parents of this status and their choice for other schools notify parents of provisions for supplemental services to qualified students in reading and math if choice is not available, and develop an intervention school improvement plan. The school may also receive technical assistance from the SDE. At any time during the School Improvement phase, if a school achieves AYP for one year, it will then move into a holding pattern and be labeled as in “School Improvement 1” status. Any school in Improvement status must achieve AYP for two years consecutive years in order to exit the school improvement phase and be designated as “Met Goal”.

In the fourth consecutive year of missing AYP, the school moves into what NCLB calls Corrective Action. The Corrective Action stage requires a school to make substantial changes to its program with one or more of the following steps:

- Replacing the school staff that are relevant to the failure to make AYP.
- Instituting and fully implementing a new curriculum, including providing appropriate professional development for all relevant staff that is grounded on scientifically-based

research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.

- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school. Fourth is appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan.
- Extending the school year or school day or restructuring the internal organizational structure of the school.

If the school doesn't make AYP for a fifth year, it enters the Restructuring phase. Under Restructuring, the school must plan for and then, in the following year, execute fundamental changes in its program and the governance of the school, including:

- Contracting with an external provider to manage a school;
- Replacing staff and leadership;
- Turning the school's operation over to the state; or engage in some other kind of restructuring.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school;
- Appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- Extending the school year or school day; or
- Restructuring the internal organizational structure of the school.

If for a sixth year the school fails to meet AYP then all previous sanctions will be applied plus the school will be required to develop a Restructuring Plan that will implement one of the restructuring models such as closing down the school, closing down the school and reopening it under new authorizing authority, replacing all the teachers, or replacing the Chief Administrator.

If a seventh year of failing to meet AYP is reached, the school will be subject to all previous sanctions and must then implement alternate governance provisions.

In the event that BA moves into the School Improvement, the Bingham Academy Board of Directors will assume responsibility to provide the financial support for planning and implementing school improvement and professional development as outlined in NCLB. The Title I budget will be altered to include a 10% provision to purchase professional development for staff. The professional development will be determined by the School Improvement Plan. Further, 20% of the budget will be set aside for providing supplementary education services. While the general education budget, as well as additional Federal funds will be taken into consideration, no general budget funds will be used to cover set asides, rather the Title program budgets will be modified to cover set aside amounts.

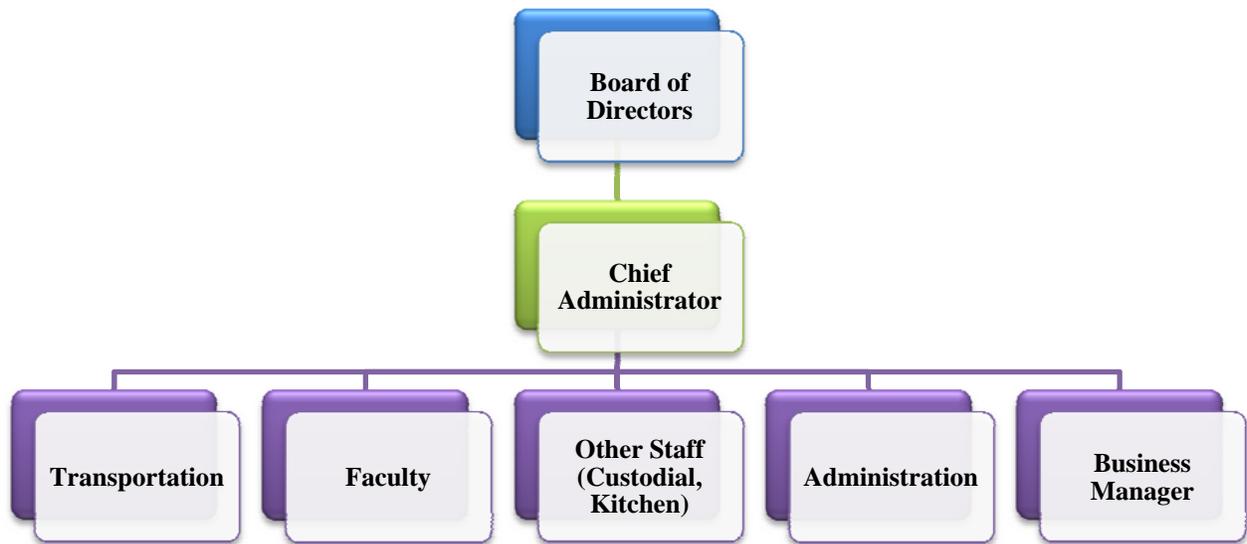
If the school enters a restructuring phase, finances will be set aside to offset changes including but not limited to: replacing teaching staff; adding additional paraprofessional staff; implementing new curriculum, or other restructuring alternatives that may designated for improvement.

Using viable data, the Chief Administrator will determine what changes need to be made; the Chief Administrator will develop several restructuring plans and present them to the governing board. The governing board will partner with an outside entity to provide arbitration, perspective, coaching and evaluation. The governing board will choose a viable plan; the board will oversee the implementation and evaluation of the plan.

TAB 5: GOVERNANCE STRUCTURE

Governance Structure

Idaho STEM Academy, Inc., doing business as Bingham Academy, is a non-profit organization managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the school. Bingham Academy 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 open meetings laws, keep accurate minutes, and make the minutes available to the public.



Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who within 180 calendar days after the date that instruction first begins at the charter school, makes a material contribution toward the establishment of a public charter school.

Additionally, to qualify as a founder, one must:

- A. Have been involved in the initial writing of the petition for the Charter of BA, researching start-up facilities, budget planning, writing policies and definition.
- B. Have been directly involved in the initial development of the charter petition, or
- C. Have made a significant contribution of time, expertise, money, property or talents related to the successful development or establishment of BA as defined by the Board.

BA founders include parents and other community members who meet the above criteria. Founders will elect the initial Board of Directors, write and edit the charter petition, recruit candidates for the position of school Chief Administrator, and establish a preliminary operating budget. Following the election of the Board of Directors, founders may be appointed to serve on various committees that provide input and recommendations to the board of directors.

Powers and Limitations

Bingham Academy is 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 school. Bingham Academy acknowledges that upon approval of the petition ~~and 501(c)(3) status~~, the school's Board of Directors will be public agents required to control the school's operation. Bingham Academy 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 Chief Administrator, who may not be one of its members.

Bingham Academy will not extend the faith and credit of any school district or the Idaho Public Charter School Commission to any third person or entity. Bingham Academy will not contractually bind any school district or the Idaho Public Charter School Commission with any third party.

Board Training

BA governing board will insure that each member receives adequate and continuous training. This will occur through multiple sources such monthly training sessions at board meetings, Idaho School Board Association training, and the Idaho Charter School Network or other training opportunities. The board will conduct a yearly self-assessment. ~~A recommended~~ The training plan schedule for board members is contained in attached. See Appendix U.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to Bingham Academy's administration will be as follows:

The Board of Directors is responsible for policy implementation, fiscal oversight, contractual agreements, and general governance. Under the direction of the board, the Chief Administrator is authorized to provide educational direction, administration, and on-site, day-to-day operation in accordance with Title 33 of Idaho Code, 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 school-wide community
- providing special services
- contracting services
- providing disciplinary support

- establishing public and media relations
- building business and community partnerships
- developing curriculum, 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
- promoting 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 may be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, policy review, etc.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Chief Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

The Board of Directors of Bingham Academy will provide consultation to the Chief Administrator regarding ongoing plans for the school. Parent committees may also work with the Board of Directors on school improvement.

Process to Ensure Parental Involvement

Parents of students who attend Bingham Academy will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- Parents will receive a student/parent handbook at registration.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for

study.

Public Access

Bingham Academy's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be outlined in the Student/Parent Handbook. Parents and members of the community are invited to communicate with teachers, administrators, and board members. The charter school will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Bingham Academy gives permission for public inspection.

Annual Financial and Programmatic Operations Audits

An independent annual financial audit will be conducted by a qualified CPA after the completion of each charter school year.

Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- 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

In accordance with Idaho Administrative Rule the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15th for the previous school year (IDAPA 08.03.03.301.12).

Dispute Resolution

The Public Charter School Commission and the Governing Board of Bingham Academy will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

TAB 6: EMPLOYEES OF THE CHARTER SCHOOL

Employee Qualifications

Bingham Academy's certificated staff will meet all federal HQT standards. All full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by Idaho law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Bingham Academy as outlined within this petition. The Chief Administrator will make recommendations to the Board of Directors for approval of instructional staff.

Bingham Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. For all permanent or long term employees, Bingham Academy will meet state certification standards and the No Child Left Behind, Highly Qualified Teacher requirements. A thorough screening process will be 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 and individuals having contact with students 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

Bingham Academy will make every effort to keep class size small by employing one core area teacher per every 25 students. BA will employ additional staff as lab facilitators and and/or teachers in technical education, music, foreign language, career education, physical education, etc. Hiring will focus on applicants with more than one endorsement. Because BA is so closely situated to both ISU and BYU-I, there are two major teacher preparation programs within a very short distance. BA will actively recruit teachers with multiple and targeted endorsements from these and other sources. Additionally, there are five school districts within Bingham County, plus 2 in Idaho Falls and 1 in Pocatello. All of these areas have retired teachers who often wish to supplement their retirement with part time employment. This too is a viable pool from which to draw.

The following positions are based on a first year student population of 100 students in grades 9 and 10. If more students are enrolled, these position numbers will be adjusted accordingly:

| | |
|---------------------|---------|
| Chief Administrator | 1.0 FTE |
| English | 0.5 FTE |
| Math | 0.5 FTE |

| | |
|-----------------------------------|----------------|
| Science | 0.5 FTE |
| Social Studies | 0.5 FTE |
| Teacher/Postsecondary Facilitator | 1.0 FTE |
| Special Education | 0.5 FTE |
| Professional-Technical | 0.5 FTE |
| Counselor | 0.5 FTE |
| Foreign Language | 0.5 FTE |
| Physical Education | <u>0.5 FTE</u> |
| Total Certificated Staff | 6.5 FTE |

| | |
|--------------------------|----------------|
| Administrative Assistant | 0.8 FTE |
| Business Manager | 0.3 FTE |
| Custodian/Maintenance | 0.8 FTE |
| Paraeducators | <u>0.3 FTE</u> |
| Classified | 2.2 FTE |

Bingham Academy’s goal is to achieve full capacity enrollment by its third year of operation. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

Health and Safety Procedures

Bingham Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proof of immunizations before being enrolled at Bingham Academy or have an exemption signed by a parent or legal guardian.
- Require that all visitors sign in at the office and receive and wear a visitor’s pass when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies.

These policies will be developed in consultation with Bingham Academy’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.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.
- Policies relating to the administration of prescription drugs and other medicine.

- 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 safety hazards.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- Bingham Academy will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act.

All 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.

Employee Benefits and Provisions

Bingham Academy will provide all employees with the opportunity to participate in group health insurance and the following programs and benefits:

- Public Employee Retirement System
- Federal Social Security
- Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

Accumulation of sick leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

Faculty at Bingham Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Chief Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

Transfer Rights

Bingham Academy claims no employee transfer rights.

Collective Bargaining

Bingham Academy's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

All certificated staff will be required to sign a written contract with Bingham Academy. Contracts will be in the standard form as approved by the state superintendent of public instruction 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 teacher contracts and certificates for all certified teachers/staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Experience for Salary Schedule

Certified teachers at Bingham Academy shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Bingham Academy certificated employees who are re-employed by the local district shall receive full credit for their years of service in the public charter school.

Employee Use of Drugs and Alcohol

See Appendix O.

TAB 7: ADMISSION PROCEDURES

Admission and Over Enrollment Procedures

During its first year of operation, Bingham Academy will focus on 9th and 10th grade students. Enrollment will be capped at 120 students this first year with no more than 70 students/grade and no more than 80 new students per year until the 400 student cap is reached with no more than 100 students/grade. One grade will be added each year so that a full high school program will be offered within three years.

In accordance with Idaho Code Section 33-5205(3), Bingham Academy has identified the following admission procedures:

Bingham Academy will be open to all students on a space available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state students will be enrolled. The public will be notified of enrollment opportunities as described in the “Public Notification of Enrollment Opportunities” section below.

Bingham Academy will follow the admission procedure identified by the Idaho State Board of Education in Idaho Administrative Rules 08.02.04 and 08.02.04.203 in the initial year and for every year thereafter.

Enrollment Deadline

Each year Bingham Academy will establish an enrollment admissions deadline that will coincide with the Board of Director’s March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time, but will be added to the bottom of the final selection list after the lottery.

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 Bingham Academy. 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 to and received by the public charter school at which admission is sought on or before the enrollment deadline. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student 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 will be 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. 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

Bingham Academy will establish admission preference as authorized by Section 33-5205(3)(k), Idaho Code, for students returning to Bingham Academy, students of founders, siblings of students already selected to attend Bingham Academy, and those in the attendance area.

Priority of Preferences for Initial Enrollment

Admission preferences for initial Bingham Academy enrollment of students shall be as follows:

- a. First, to children of founders and children of full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area.
- d. Fourth, to all other students by lottery.

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students in subsequent school years shall be as follows:

- a. First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.
- b. Second, to children of founders and to children of full-time employees; this admission preference shall be limited to not more than ten percent (10%) of the school's capacity.
- c. Third, to siblings of pupils already enrolled in the public charter school.
- d. Fourth, to students residing in the primary attendance area.
- e. Fifth, by lottery for prospective students residing outside the primary attendance area of the school.

Proposed Final Selection List for Lottery

Each year Bingham Academy will create a final selection 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.

Students whose applications received after the deadline will be added to the bottom of the final selection list.

Lottery Process

If the initial capacity of Bingham Academy is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Bingham Academy will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted according to IDAPA 08.02.04.203.

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. All remaining students will be placed on a waiting list in the order drawn in the lottery. Any students admitted after initial acceptance will be taken in numerical order from this list.

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 person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.
- b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list, also called the waiting list, for a given school year shall not roll over to the next school year.

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

Bingham Academy is committed to the provision of a safe learning environment. Expectations for appropriate student behavior are high and will be communicated upon enrollment to both students and parents, through the student handbook, and verbal reminders from faculty and administrators.

A draft of the initial Bingham Academy Student Handbook is contained in Appendix P. Upon approval of the charter, the Board will appoint a committee to develop a final version of the student handbook. Under the Bingham Academy Chief Administrator, this committee will assemble a student handbook that outlines the Student Code of Conduct and includes expectations and consequences for unacceptable behavior as outlined below:

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. Repetitious or extreme minor infractions may constitute a major infraction. Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all serious or continuing disciplinary concerns, parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the ~~school~~ Chief Administrator for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Chief Administrator
- f. Student and parent conference with Chief Administrator
- g. Suspension from extracurricular activities

Consequences for major violations may include any of the above consequences plus:

- a. In-school suspension
- b. Out-of-school suspension
- c. Referral to Status Offenders Service.
- d. Referral to Counselor or Student Specialist for intervention
- e. Recommendation to Board for expulsion

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or Chief Administrator intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the Chief Administrator or Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Bullying/harassment

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

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, Bingham Academy will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of Bingham Academy 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 counterfeit 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 will be 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 will be notified immediately. The administrator or a designee will 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 shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

The Bingham Academy Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special

Education Manual. Disciplinary decisions regarding students with IEPs will be made with consideration given to whether or not the student's disability affected the behavior.

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level. 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. Bingham Academy Board of Directors will formally adopt and recognize all Idaho Science and Technology Charter School policies addressing emergency or other situations not specifically covered by Bingham Academy policy.

STUDENT HEALTH AND SAFETY

Bingham Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proof of immunizations before being enrolled at the Bingham Academy or have an exemption signed by a parent or legal guardian
- Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Bingham Academy's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - 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.

Public Charter School Attendance Alternative

Because Bingham Academy 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 existing school districts. Students located within the charter school attendance area would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Bingham Academy.

Attendance Requirements

Parents and educators recognize the importance of attendance and punctuality at school. Key

reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability*—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.
- *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 Bingham Academy pupil who, 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 a 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.

Attendance Appeal Process

If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Chief Administrator. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

Denial of School Attendance

In Accordance with Idaho Code 33-205, the Bingham Academy Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other 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 in 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 or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The 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 shall not exceed five (5) school days in length; and the school superintendent 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, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by the Bingham Academy 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, Bingham Academy intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

~~ISA~~ Bingham Academy will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be 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 include strategies to reach at-risk and non-English speaking students. This process will comply with all requirements of Idaho code 33-5205, with respect to notifying citizens residing in the compact and contiguous attendance areas of enrollment opportunities at Bingham Academy.

Bingham Academy will disseminate enrollment information in English, Spanish, and possibly other languages, taking into consideration the language demographics of the attendance area. The school will post enrollment opportunities information in highly visible and prominent public locations through the community. This information will be disseminated at least three months in advance of the school's March enrollment deadline. Bingham Academy will also disseminate press releases to media outlets in the area on at least three occasions, beginning not later than fourteen days prior to the enrollment deadline. Once the enrollment deadline is established, if the school changes this date, this full notification process will be repeated.

Bingham Academy's Chief Administrator will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

Student Handbook and Procedure Ensuring Parental Access

A copy of the Draft Student Handbook is contained in Appendix P. In order to ensure that both parents and students understand the expectations for students at Bingham Academy, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook.

Internet Use Policy

See Appendix Q.

Suicide Prevention Program

See Appendix R.

TAB 8: BUSINESS PLAN

Business Description

Idaho STEM Academy, Inc., DBA Bingham Academy, 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 the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Marketing Plan

The intent of Bingham Academy is to respond to an expressed need by the parents and community members of Bingham County to establish a high school of choice. According to Idaho Code § 33-5205(3) (s), all advertising and promotion processes for BA 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.

BA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. 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, religious preference, gender, social or economic status, or special needs.

Marketing Methods

These are marketing options for Bingham Academy. BA is not limited to these methods.

- Speaking at community organizations like the Chamber of Commerce.
- Advertising with public schools located within the target area using flyers upon administrative approval.
- Web, e-newsletters, and social media.
- Bingham Academy website to introduce information about the school. Brochures will promote the curriculum and methods.
- News releases and articles to local newspapers (Morning News, Idaho state Journal, Post Register), local radio stations and local television stations (KIDK, KIFI, KPVI)
- Yard signs around town and the attendance area.
- Public informational meetings about Bingham Academy held in accordance with Idaho Statute §67-23.

- Spanish language enrollment information posted on the Bingham Academy website.
- Build relations with other charters school.
- Flyers sent to parents of private and charter school students attending schools that only enroll up to 8th grade.
- Flyers attached to products sold by local merchants.
- Word-of mouth referrals.
- Dissemination of brochures at community events.
- Distribution of flyers to heavily trafficked areas.
- Vehicle decals.
- Cold Calling.
- Door-to-door contact.
- Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.).

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in IDAPA 08.02.04.203.02. A schedule of events held throughout the year that Bingham Academy can participate in to inform the public about the school, to attract students and business partners and to participate in community service events and programs can be found in Appendix S. The Chair of the Board of Directors will be responsible to ensure that marketing strategies are implemented according to the Startup Timeline, Appendix AA.

Recruiting High School Students

Bingham Academy founders recognize that as a new start-up school, Bingham Academy's greatest appeal will be to students already attending the local charter middle school (Idaho Science and Technology Charter School). However Bingham Academy's emphasis on STEM curriculum and postsecondary credit opportunities will appeal to many parents and students.

A school focusing on STEM curriculum and postsecondary credit presents a very strong appeal to this community since the Bingham Academy primary attendance area serves as a bedroom community for the Idaho National Laboratory and Premier Technology businesses, which employ an abundance of parents in the scientific and high tech industries.

In consideration of these factors, along with other considerations such as dissatisfaction with existing schools and little school choice, Bingham Academy is comfortable with its projected enrollment and confident of its ability to recruit a sufficient number of students to ensure economic viability.

Management Plan

The Chief Administrator in coordination with the Charter School Board of Directors will determine the day-to-day operations of Bingham Academy. Refer to Appendix L for the job description and qualifications for Chief Administrator of the Bingham Academy.

Administrative services will be provided by the Bingham Academy Chief Administrator supplemented by other contracted services as needed. The Chief Administrator will also serve as the liaison between the Bingham Academy and its Board of Directors, and parents. Financial operations will be provided by the school business manager. Funding sources will include state foundation and other allocations, federal start-up grants, and, after authorization, the school will actively pursue, private grants, business partnerships, and donations.

Resumes of Founders

See Appendix T.

Financial Plan

While the Chief Administrator of Bingham Academy will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Bingham Academy will follow 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 Bingham Academy will be prepared in compliance with section 33-801, Idaho Statutes and State Board of Education policies and administrative rules. The budget will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho Public Charter School Commission. The budget will be prepared, approved and filed using the ISEE format.

REVENUES

- Estimates of funding sources will include state allocations as based on the Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- State allocations for pupil transportation
- State allocations for remediation state lottery
- Private grants
- Business partnerships
- Donations

As soon as possible Bingham Academy will notify the appropriate divisions of the Idaho Department of Education of the school's intend to apply for federal Title I and IDEA funds. For Title I, the school will develop and implement an approved Consolidated Plan that details its program. This plan will include but not be limited to a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff,

and a scientific research based program of support for academically at risk students. For Federal IDEA funds the school will complete and submit Part B of the IDEA application as prescribed by the Division of Special Education Services.

EXPENDITURES

Purchasing Process: Purchasing procedure will be in compliance with State Law, Idaho Code 33-601.-Bingham Academy’s Chief Administrator will determine procedures for procuring goods and services with approval of the Board of Directors.

Payroll Processing: Bingham Academy will process its payroll in accordance with applicable Idaho codes.

Reports and Audits

Bingham Academy will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Bingham Academy Chief Administrator will provide a monthly cash-flow and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

Estimated Startup Budget

See Appendix X.

Three Year Estimated Budget (worse case, expected, best case scenarios)

See Appendix Y.

Estimated First Year Monthly Cash Flow

See Appendix Z.

Albertson/CSP Grant Expenditures

See Appendix AA.

Start-up Timeline

See Appendix BB.

Transportation Services

Transportation services will be offered beginning in year one, to all students residing in the primary attendance area more than one and one half miles from the school and within a 15 mile radius of the school. Students who reside less than one and a half miles will be looked at for safety busing. Bus services will be in cooperation with the existing charter schools, namely Idaho Science and Technology Charter School and Blackfoot Charter Community Learning Center. By combining busing with ISTCS & BCCLC we will be able to reach more of our students with a bus. All student transportation will be in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code chapter 15, Title 33. School transportation provided by charter schools functioning as LEAs, 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 the previous year's "allowable" transportation costs.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center and Idaho Science and Technology Charter School. Bingham Academy has discussed these transportation plans with Brandon Phillips at the SDE to ensure proper procedures for bidding and/or combining transportation services are properly followed. Appendix AA documents a letter of intent with ISTCS to provide transportation (busing) for BA students.

School Lunch Program

Bingham Academy will not offer a school lunch program. If a school lunch program is offered, Bingham Academy will participate in the National Child Nutrition Program as per Idaho code 33-1015. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans.

Free and Reduced Lunch

Free and reduced price lunches will be available to qualifying students if a school lunch program is offered. The Bingham Academy 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 federal policy and guidance from the Idaho State Department of Education. Implementation of a school lunch program will be dependent on the facility location. After one of the three options is developed, BA may re-examine its lunch options.

Facility construction will include appropriate food preparation equipment so as to allow Bingham Academy to provide its own food service after the first two years of operation. However, the school may contract for food service during the first years of operation and at any time in the future.

Budget Assumptions:

See Appendix V.

TAB 10: TERMINATION OR DISSOLUTION

Business Arrangements and Partnerships

When approved by an authorizing agency, Bingham Academy will contract with Idaho Science and Technology Charter School for any additional student services such as speech, psychological, or other assessment services. In the event that these services are not available for one of these schools, other agencies such as Bingham Memorial Hospital or Southeastern District Health Department who already provide some or all of these services will be contacted.

In addition to hiring a special education teacher, BA will contract with Idaho Science and Technology Charter School for any additional services such as speech therapy or occupational therapy. A Letter of Intent is included in Appendix AA. While no letters of intent are included for legal and accounting services, the budget includes funds earmarked for these services. When the school is chartered, these services will be secured.

Bingham Academy has been in communication with Idaho State University, University of Idaho, Boise State University, College of Southern Idaho, College of Western Idaho and Eastern Idaho Technical College regarding possible dual or concurrent credit relationships. ISU and BSU have indicated that they will not sign any letters of commitment until the school is chartered. Letters of intent from CSI, CWI and EITC are included in Appendix CC. CSI and EITC have indicated that they respect ISU's boundaries and will work with us after ISU has first had the opportunity. No further action will be taken until the school's charter is approved and funds are available to hire competent facilitators to assist with college relations.

Bingham Academy will actively and consistently seek to establish partnerships with business and industry that will lead to opportunities for guest speakers, guest teachers, field trips, internships, career education, and other on-site educational opportunities. At the current time, no such contracts exist.

In addition, these arrangements and partnerships may provide donations of supplies, equipment, or other educational materials. BA also aims to establish working relationships leading to instructional assistance, in-service training, internships, and other exchanges of professional expertise.

Additional Information from Petitioners

Bingham Academy fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. As soon as the school is authorized and funding is available, the founders will adopt the Idaho School Board Association Policy Manual as the governing document, where such policies are applicable and not covered in this petition. Funds are included in the budget under purchased services for membership in the Idaho School Board Association so that the school can obtain both the policy manual and the board training offer by ISBA.

DISSOLUTION

In cases of termination the Chair of the Board of Directors of Bingham Academy is responsible for the dissolution of the business and affairs and all other aspects of the school. Bingham Academy will fully cooperate with the authorizing chartering entity for the dissolution process. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets, dispersing of funds to the creditors. When the board determines that the school will be terminated, the board chairman may appoint another board member(s) to execute the termination. The designee will work under the direction of the Chairman and will coordinate the dissolution of the school.

BA has adopted the Colorado model for specifics of the dissolution process which includes:

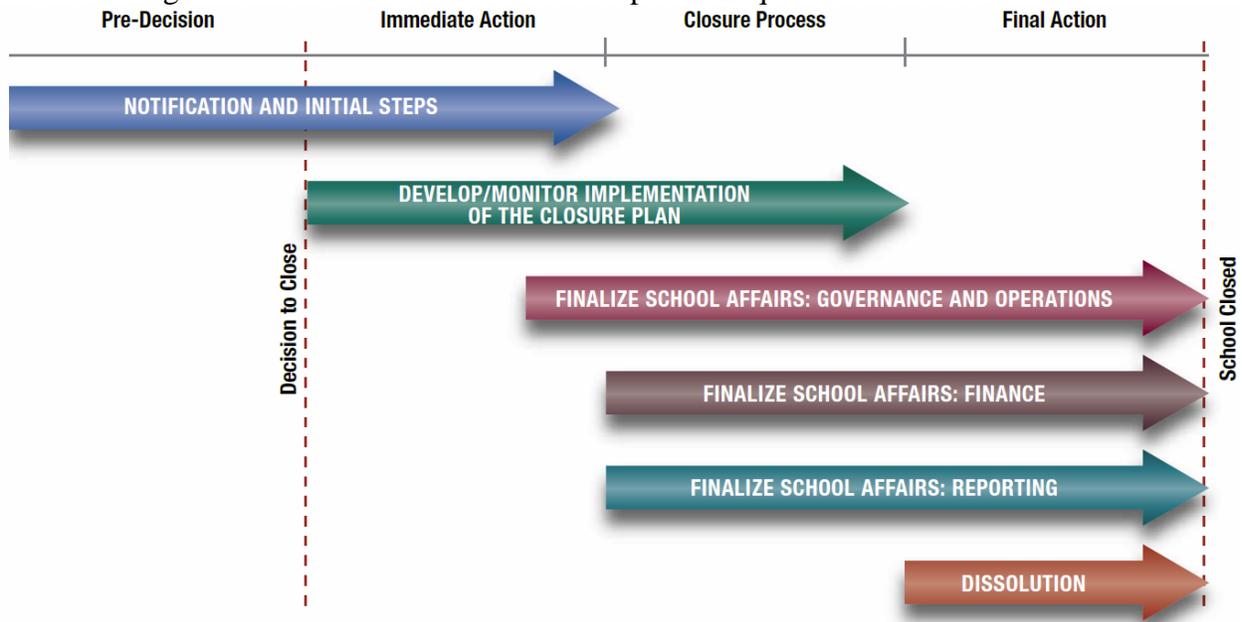
1. Providing educational services in accordance with the charter contract until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs
3. Addressing the school's financial, legal and reporting obligations

To accomplish this, tasks will fall into the following categories:

1. notification to affected school districts and families
2. developing and monitoring the closure plan
3. winding up the school's affairs in governance and operations, finance, and reporting

Regardless of how the process unfolds, the authorizer's staff should meet with the charter school board and principal immediately after the initial closure decision to determine who will send letters to the school districts that are materially affected and to the school's parents notifying them of the decision. Ideally, all parties will agree on the content of the letters. Additional letters should be sent to parents and school districts updating them about the timing and outcome of any appeals.

The following Timeline for Closure outlines the specific sequence of events:



Before final dissolution, any remaining student records will be stored in a secure location for the legal limit required by an individual or organization determined by the board chair. Bingham Academy will maintain a social media page where information will be available regarding how remaining student records can be obtained. A complete and detailed checklist of tasks to be completed in each of the identified areas is included in Appendix EE.

This school's appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

| Requirement | Description | Submit To | Deadline | Notes |
|--|---|-----------|---|---|
| New Charter School Bootcamp | Attend training session with SDE; provide proof of attendance. | PCSC | May 31 | The bootcamp will generally be held in March or April. Proof of attendance is due by May 31. |
| Pre-Opening Dashboard | Complete the dashboard; include in Pre-Opening Update materials. | PCSC | May 31 | All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31. |
| Enrollment Report | Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials. | PCSC | May 31 | |
| Facilities Report | Update the Facility Template; include in Pre-Opening Update materials. | PCSC | May 31 | |
| Updated Pre-Opening Timeline | Update the Pre-Opening Timeline; include in Pre-Opening Update materials. | PCSC | May 31 | |
| School Calendar | Prepare school calendar for SDE; provide copy for PCSC. | SDE, PCSC | May 31 | |
| Charter School Advance Payment Request | | SDE | June 1 | |
| Advance Payment Request - Transportation | | SDE | June 15 | |
| Consolidated Federal and State Grant Application | If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE. | SDE | June 30 | Not applicable for schools not intending to have a Title I program |
| Budget | Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC. | SDE, PCSC | July 15 | |
| Updated 1 st Year Cash Flow | Update the 1 st 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 1 st 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 | |

Appendix D: Articles of Incorporation and Bylaws

Name: Idaho STEM Academy, Incorporated

EIN: 27-4587929

201

FILED EFFECTIVE



ARTICLES OF INCORPORATION (Non-Profit)

(Instructions on back of application)

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.

11 JAN 20 PM 12:45

SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Idaho STEM Academy, Incorporated

Article 2: The purpose for which the corporation is organized is:

the operation of a nonprofit charter school within the state of Idaho and to deal generally therein.

Article 3: The street address of the registered office is: 17 North 550 West, Blackfoot, Idaho 83221

and the registered agent at such address is: Brian Thelin

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Fred Ball, 38 S 500 W, Blackfoot, ID 83221

Mark Fisk, 781 W. Quail, Blackfoot, ID 83221

Article 5: The name(s) and address(es) of the incorporator(s):

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Article 6: The mailing address of the corporation shall be:

17 N 550 W, Blackfoot Idaho 83221

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

Article 8: Upon dissolution the assets shall be distributed:

to creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to organizations that qualify as exempt under IRC 501(c)(3). Any remaining assets will be distributed by the Idaho Department of Education or the Bingham County District Court in a manner consistent with the purpose of the corporation.

Signatures of all incorporators:

Typed Name: Brian Thelin

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

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Revised 07/2002

Web Form

IDAHO SECRETARY OF STATE
01/20/2011 05:00
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C189804

Name: Idaho STEM Academy, Incorporated

EIN: 27-4587929

FILED EFFECTIVE

204



ARTICLES OF AMENDMENT (Non-profit)

11 SEP 21 AM 8 42
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:
Idaho STEM Academy, Incorporated

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:
Ammend ARTICLE 2 Power, see attachment

3. The date of adoption of the amendment(s) was: September 8, 2011

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: 3
- b. The number of directors that voted for each amendment was: 3
- 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: _____

Dated: 9 8 2011
Signature:
Typed Name: Brian Thelin
Capacity: Chairman

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

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Revised 10/2003

Web Form

IDAHO SECRETARY OF STATE
09/21/2011 05:00
CK: 1553054 CT: 254293 BH: 1291246
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C189804

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.

Section 2.2 Power

Notwithstanding 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.



ARTICLES OF AMENDMENT (Non-profit)

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:
Idaho STEM Academy, Incorporated

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 : Upon dissolution the assets shall be distributed to the creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be returned to the authorized chartering entity for distribution in accordance with applicable law.

- 3. The date of adoption of the amendment(s) was: March 29, 2012

- 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: 3 28 2011
 Signature: [Signature]
 Typed Name: Brian Thelin
 Capacity: Chairman

g:\corporations\articles of amendment_np.pmd
Revised 10/2003

Web Form



CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

FILED EFFECTIVE

2012 OCT -3 AM 9:01

SECRETARY OF STATE
STATE OF IDAHO

Please type or print legibly.
Instructions are included on back of application.

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Bingham Academy

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

Name

Complete Address

Idaho STEM Academy, Incorporated

17 N. 550 West, Blackfoot, ID 83221

Business entity - C189804

3. The general type of business transacted under the assumed business name is:

- Retail Trade
- Wholesale Trade
- Services
- Manufacturing
- Finance, Insurance, and Real Estate
- Transportation and Public Utilities
- Construction
- Agriculture
- Mining

Submit Certificate of Assumed Business Name and \$25.00 fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

4. The name and address to which future correspondence should be addressed:

Brain Thelin

17 N. 550 West Blackfoot, ID 83221

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Patricia Kolbet

2801 Hunters Loop, Blackfoot, ID 83221

Signature: Patricia Kolbet

Printed Name: Patricia Kolbet

Capacity/Title: Secretary, ISA Board of Directors

Signature: _____

Printed Name: _____

Capacity/Title: _____

Secretary of State use only

IDAHO SECRETARY OF STATE
10/03/2012 05:00
CK: 10000 CT: 274915 BH: 1342266
1 @ 25.00 = 25.00 ASSUM NAME # 2

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TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES, AND MISSION STATEMENT

ARTICLES OF INCORPORATION/DBA

See Appendix A.

BYLAWS

Bylaws Idaho STEM Academy, Inc. doing business as Bingham Academy, an Idaho Non-profit Corporation and Public Charter School

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principle office shall be fixed and located 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 principle office from one location to another within the County of Bingham, 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.

Notwithstanding 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.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be five to seven (5 - 7) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It 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 of Directors, 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 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) Upon charter authorization, the founding board will transition to a governing board. A general meeting of founders and current stakeholders will be convened within 10 working days of official authorization date wherein those present will nominate and elect officers as outlined in Section 6.1 of the Bylaws. A founder is defined as any person, including employees or staff of a public charter school, who makes a material contribution to the establishment of the school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors and in accordance with I.C. 33-5202A. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Founders are recognized by de facto involvement as defined herein. Additional Directors, that is, more than the initial 5 may be added, but not to exceed 7, at the discretion of the current 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 submit a letter of interest and resume.

- ii. Board of Directors applicants will be required to go through a screening process, overseen by the Board of Directors or a committee consisting of staff members, parents, and members of the Board of Directors.
- iii. This screening committee will then nominate to the 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; a legal guardian of a child attending the school; staff members or employees of Bingham Academy; Bingham Academy board members and founders of the charter school that signed the charter petition. Each parent or guardian may vote, but no more than 1 vote will be allowed per family.
- vi. Bingham Academy Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
- vii. The time, date and location of all elections will be advertised by Bingham Academy using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
- viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots must be received by 5:00 p.m. of the day on which the board will receive the tabulated voting results from the third party counters. 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 Bingham Academy, board members and founders of the school that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year. Parents of newly enrolled students are eligible to vote; parents of students who have exited the school will not vote.

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.

Initial Terms

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

- (Seat One) - 1 year
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

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, has failed to attend three (3) consecutive meetings during any fiscal year, 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 petition signed by at least 20 Stakeholders. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or at the next scheduled monthly board meeting during the summer. Such a 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. Resumes of potential directors will be solicited from the stakeholders and the community. 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

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. The board may not continue to transact business or vote if a quorum is not present.

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 permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, 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 principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers will be held as soon as possible thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month. This may change if a Director sees the need to have a different meeting time during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be posted in accordance with section 67-2343 Idaho Open meeting Law at least five (5) calendar days prior to the meeting and an agenda notice posted 48-hours prior to the meeting.

Section 5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open Meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Any special meeting of the Board shall be given at least 24 hours' notice for the meeting and agenda previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publicly in two locations.

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause.

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used by the Board of Directors.

Section 5.8 Order of Business

At the meetings of the Board of Directors, the order of business shall be as follows:

- (a) Call meeting to order.
- (b) Proof of notice of meeting and determination of quorum.
- (c) Reading of minutes of previous meeting.
- (d) Reports of officers and Directors.
- (e) Reports of committees.
- (f) Unfinished business.

- (g) New business.
- (h) Public input.
- (i) Executive session (if needed)
- (j) **Adjournment.**

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 by majority vote of the Board each year at the annual meeting and serve a one (1) year term. If mid-term officer elections become necessary, the same process will be followed.

Section 6.2 Chairman of the Board

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

distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including 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 school secretary may serve as Treasurer.
- (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. Any office filled in such manner will serve the remainder of the existing term.

ARTICLE 7 DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks, or other financial institutions the Board of Directors may from time to time designate. Those funds shall be drawn on checks, drafts, or other orders signed by individuals designated by the Board. The board must adopt policies for the signing of checks, drafts, or orders to ensure

appropriate control over the expenditure of corporate funds and those policies must be included in the Board's Policy Handbook. Under no circumstances is any person authorized to sign checks, draft, or other orders drawn on a financial institution of the Corporation if that person is not covered by the Corporation's errors and omissions policy or directions and officers liability policy.

Section 7.2 Contracts

The Chairman, or Vice-Chairman, is authorized to execute any contract which has been previously approved or has been budgeted by the Board. No member of the board is authorized to bind the corporation by any contract, agreement, understanding, obligation, instrument, or by any other means, in any manner, inconsistent with the will of the Board.

ARTICLE 8 FISCAL AFFAIRS

Section 8.1 Fiscal Year

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

ARTICLE 9 NOTICES

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given in accordance with section 67-2343 Idaho Open Meeting Law.

Section 9.2 Waiver

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

ARTICLE 10 DISSOLUTION

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the authorizing chartering entity.

ARTICLE 11 AMENDMENTS

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board and contingent on the approval of the chartering entity, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. 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. Amendments made to the bylaws must be approved by the authorized chartering entity before they take effect.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix B

SIGNATURES OF QUALIFIED ELECTORS

See Appendix C

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix D

IRS 501(c)(3) DESIGNATION

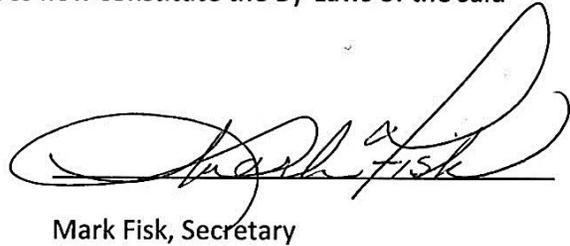
See Appendix E

CERTIFICATE OF ADOPTION

WE THE UNDERSIGNED, being the duly elected officers of the Secretary of the IDAHO STEM ACADEMY, INC., doing business as BINGHAM ACADEMY, do hereby certify that the above and foregoing BY-LAWS were duly and legally adopted as the By-Laws of said Corporation by resolution and consent of the Board of Directors on this 26th day of October, 2012 and that the same does now constitute the By-Laws of the said Corporation.



Greg Sigerson, Chairman



Mark Fisk, Secretary



Debbie Steele, Treasurer



Diane Dodds, Director



Patricia Kolbet, Director

Appendix E: Board Roster

Idaho STEM Academy DBA Bingham Academy
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------|---------------|---------------------------------|--|----------------|
| Greg Sigerson | Chair | 05/2013 – 04/2016 | gregsigerson1963@gmail.com | (208) 844-0257 |
| Patricia Kolbet | Secretary | 05/2013 – 04/2014 | pkolbet@idahostem.com | (208) 317-3501 |
| Adam Patrick | Member | 05/2013 – 04/2016 | chevymetal70@yahoo.com | (208) 785-3600 |
| Tiffani Cottrell | Member | 05/2013 – 04/2015 | tiff_n_bry@msn.com | (208) 785-0445 |
| Debbie Steele | Member | 05/2013 – 04/2015 | debbiesteele66@gmail.com | (208) 681-1948 |

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho STEM Academy dba Bingham Academy Year Opened: 2014 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

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

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 must 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 | | | | |
| | | 5 | 25 | | | | |
| | | 4 | 20 | | | | |
| | | 3 | 15 | | | | |
| | | 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 | | | | |
| | | Reward | 25 | | | | |
| | | None | 15 | | | | |
| | | Focus | 0 | | | | |
| | | 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 |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 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 |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | 0.00 | |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | 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? | | | | | | |
| | Exceeds Standard: At least 85% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | Meets Standard: Between 70-84% of students are making adequate academic growth. | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| Notes | | | | | | | 0.00 |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | 0.00 | | | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4c Graduation Rate Notes | Are students graduating from high school? | Result (Percentage) | Possible Overall | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | Exceeds Standard: At least 90% of students graduated from high school. | | 39-50 | 12 | 90-100 | 11 | 0.00 |
| | Meets Standard: 81-89% of students graduated from high school. | | 26-38 | 13 | 81-89 | 9 | 0.00 |
| | Does Not Meet Standard: 71%-80% of students graduated from high school. | | 14-26 | 13 | 71-80 | 10 | 0.00 |
| | Falls Far Below Standard: Fewer than 70% of students graduated from high school. | | 0-13 | 13 | 1-70 | 70 | 0.00 |
| | | | | | | | 0.00 |

| MISSION-SPECIFIC GOALS | | | | |
|------------------------|--|--|---------------|------------------------|
| Measure 1 | Is the school successfully motivating students to participate in STEM competition? | | Result | Points Possible |
| | <p>Exceeds Standard: 85%-100% of 9th graders competed in a qualifying STEM project competition during their freshman year.</p> <p>Meets Standard: 65-84% of 9th graders competed in a qualifying STEM project competition during their freshman year.</p> <p>Does Not Meet Standard: 40-64% of 9th graders competed in a qualifying STEM project competition during their freshman year.</p> <p>Falls Far Below Standard: Less than 40% of 9th graders competed in a qualifying STEM project competition during their freshman year.</p> | | | |
| Notes | For the purposes of this evaluation, a "qualifying STEM project competition" is a project-focused competition judged by outside parties (non-Bingham academy staff or board members) and open, at a minimum, to all students participating in STEM classes. Results will be reported to the PCSC by October 1. | | | <u>0.00</u> |
| Measure 2 | | | Result | Points Possible |
| | Is the school successfully motivating students to earn postsecondary credits during their high school careers? | | | |
| | <p>Exceeds Standard: 61% - 100% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year.</p> <p>Meets Standard: 40% - 60% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year.</p> <p>Does Not Meet Standard: 25% - 39% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year.</p> <p>Falls Far Below Standard: Less than 25% of 11th graders who have been enrolled at Bingham Academy since the beginning of their 10th grade year or longer successfully completed at least 12 postsecondary credits by the end of their junior year.</p> | | | |
| Notes | Bingham Academy will report on this goal beginning with data from the 2015-2016 school year. For the purposes of this evaluation, "successful completion" is defined as completing the course with a C or better. The minimum sample size for this measure will be 25; if the sample size is insufficient, the points for this measure will be evenly distributed amongst the remaining measures. Results will be reported to the PCSC by October 1. | | | <u>0.00</u> |

| | | Result | Points Possible | Points Earned |
|------------------|--|--------|-----------------|---------------|
| Measure 3 | Is the school preparing students for success on nationally recognized tests indicating college readiness? | | | |
| | <p>Exceeds Standard: 51%-100% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.</p> <p>Meets Standard: 35%-50% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.</p> <p>Does Not Meet Standard: 25% - 34% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.</p> <p>Falls Far Below Standard: Less than 25% of 10th graders achieved a score indicating college readiness on an nationally recognized test during their sophomore year.</p> | | | 0.00 |
| Notes | "Nationally recognized tests" for purposes of this measure include the PSAT (Scholastic Aptitude Test) or comparable results from the SAT, ACT, ACCUPLACER, or COMPASS. The college readiness benchmarks will be set numbers as recommended by the test creators and will be applied uniformly to all students. Students who meet the college readiness benchmark in one academic area or more will be included as achieving college readiness on the appropriate test. Results will be reported to the PCSC by October 1. | | | |
| Measure 4 | Is the school ***? STEM proficiency/growth outcomes | | | |
| | <p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p> | | | 0.00 |
| Notes | Bingham Academy has committed to work with the PCSC to revise the school's performance certificate to include at least one additional mission-specific measure that will be focused on evaluating STEM skills. The points possible for each performance range for all measures will be established at that time. The performance certificate amendment will be presented to the PCSC for consideration no later than August 12, 2014. | | | |

| INDICATOR 1: EDUCATIONAL PROGRAM | | | | |
|--|--|--------|-----------------|---------------|
| Measure 1a Implementation of Educational Program | <p>Is the school implementing the material terms of the educational program as defined in the performance certificate?</p> <p>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.</p> <p>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.</p> | Result | Points Possible | |
| | | | | Points Earned |
| | | | 25 | |
| | | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | <p>Is the school complying with applicable education requirements?</p> <p>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.</p> <p>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.</p> <p>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.</p> | Result | Points Possible | |
| | | | | Points Earned |
| | | | 25 | |
| | | | 15 | |
| | | | 0 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | <p>Is the school protecting the rights of students with disabilities?</p> <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | Result | Points Possible | |
| | | | | Points Earned |
| | | | 25 | |
| | | | 15 | |
| | | | 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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. | | 25 | |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |
| 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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |

| 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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 | |
| Notes | | | | 0.00 |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| | | 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 | | | <hr/> 0.00 | |
| <hr/> | | | | |
| 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 | | | <hr/> 0.00 | |
| <hr/> | | | | |
| 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 | | | <hr/> 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 occupancy 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 |
| 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 |
| 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 | <p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> | | 25 | |
| | <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| Notes | | | | <u>0.00</u> |

| INDICATOR 1: NEAR-TERM MEASURES | | | |
|---|--|---|---|
| <p>Measure 1a Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p> | | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |
| <p>Measure 1b Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>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.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p> | | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |
| <p>Measure 1c Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p> | | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |
| <p>Measure 1d Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p> | | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>0</p> | <p>Points Earned</p> <hr/> <p>0.00</p> |

| 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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> | | 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 | |
| Notes | | | | 0.00 |
| 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 | |
| Notes | | | | 0.00 |
| 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 | | 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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> | | 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 | |
| Notes | | | | 0.00 |
| 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 | | | |
| Notes | | | | 0.00 |

IDAHO STEM ACADEMY DBA BINGHAM ACADEMY --- PERFORMANCE FRAMEWORK SCORING

| ACADEMIC | Measure | Possible Elem / MS Points | % of Total Points | POINTS EARNED | Possible HS Points | % of Total Points | POINTS EARNED |
|--|-----------|---------------------------|-------------------|---------------|--------------------|-------------------|---------------|
| State/Federal Accountability | 1a | 25 | 2% | 0.00 | 25 | 1% | 0.00 |
| | 1b | 25 | 2% | 0.00 | 25 | 1% | 0.00 |
| Proficiency | 2a | 75 | 5% | 0.00 | 75 | 4% | 0.00 |
| | 2b | 75 | 5% | 0.00 | 75 | 4% | 0.00 |
| | 2c | 75 | 5% | 0.00 | 75 | 4% | 0.00 |
| Growth | 3a | 100 | 7% | 0.00 | 100 | 6% | 0.00 |
| | 3b | 100 | 7% | 0.00 | 100 | 6% | 0.00 |
| | 3c | 100 | 7% | 0.00 | 100 | 6% | 0.00 |
| | 3d | 75 | 5% | 0.00 | 75 | 4% | 0.00 |
| | 3e | 75 | 5% | 0.00 | 75 | 4% | 0.00 |
| | 3f | 75 | 5% | 0.00 | 75 | 4% | 0.00 |
| | 3g | 100 | 7% | 0.00 | 100 | 6% | 0.00 |
| College & Career Readiness | 4a | | | | 50 | 3% | 0.00 |
| | 4b1 / 4b2 | | | | 50 | 3% | 0.00 |
| | 4c | | | | 50 | 3% | 0.00 |
| Total Possible Academic Points | | 900 | | | 1050 | 60% | |
| - 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 |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| STEM Competition Participation | 1 | | | | 0 | 0% | 0.00 |
| Postsecondary Credit Completion | 2 | | | | 0 | 0% | 0.00 |
| College Readiness | 3 | | | | 0 | 0% | 0.00 |
| STEM Skills | 4 | | | | 0 | 0% | 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 |
| <p>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.</p> | 75% - 100% | of points possible | 90% - 100% | of points possible | 85% - 100% | of points possible |
| <p>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.</p> | 55% - 74% | of points possible | 80% - 89% | of points possible | 65% - 84% | of points possible |
| <p>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.</p> | 31% - 54% | of points possible | 61% - 79% | of points possible | 46% - 64% | of points possible |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 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

A. Submission of Meeting Materials (Adopted June 13, 2013)

- 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.

B. New Charter Petitions (Adopted February 13, 2014)

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. 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. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon 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.
- 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.

3. Petition Evaluation Process (continued)

- 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.
- 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 (Adopted February 13, 2014)

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 be 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. 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.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter 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.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- 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.

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

Idaho STEM Academy DBA Bingham Academy
April 17, 2014

Idaho STEM Academy DBA Bingham Academy will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol



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:

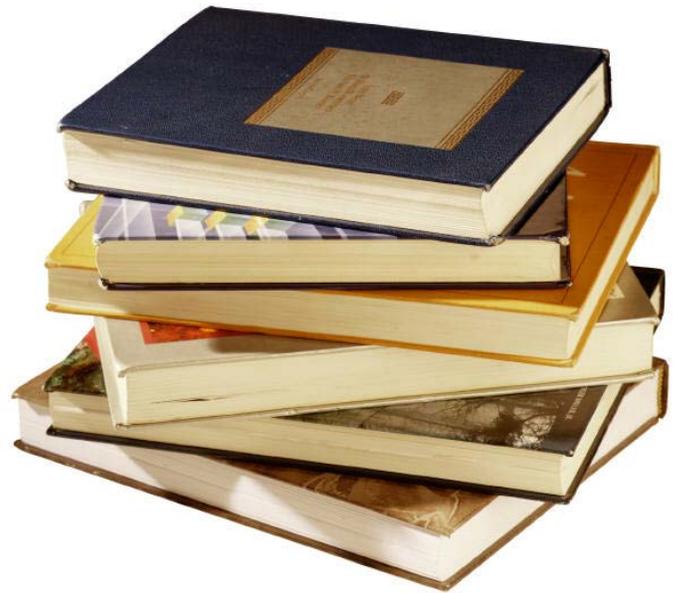
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

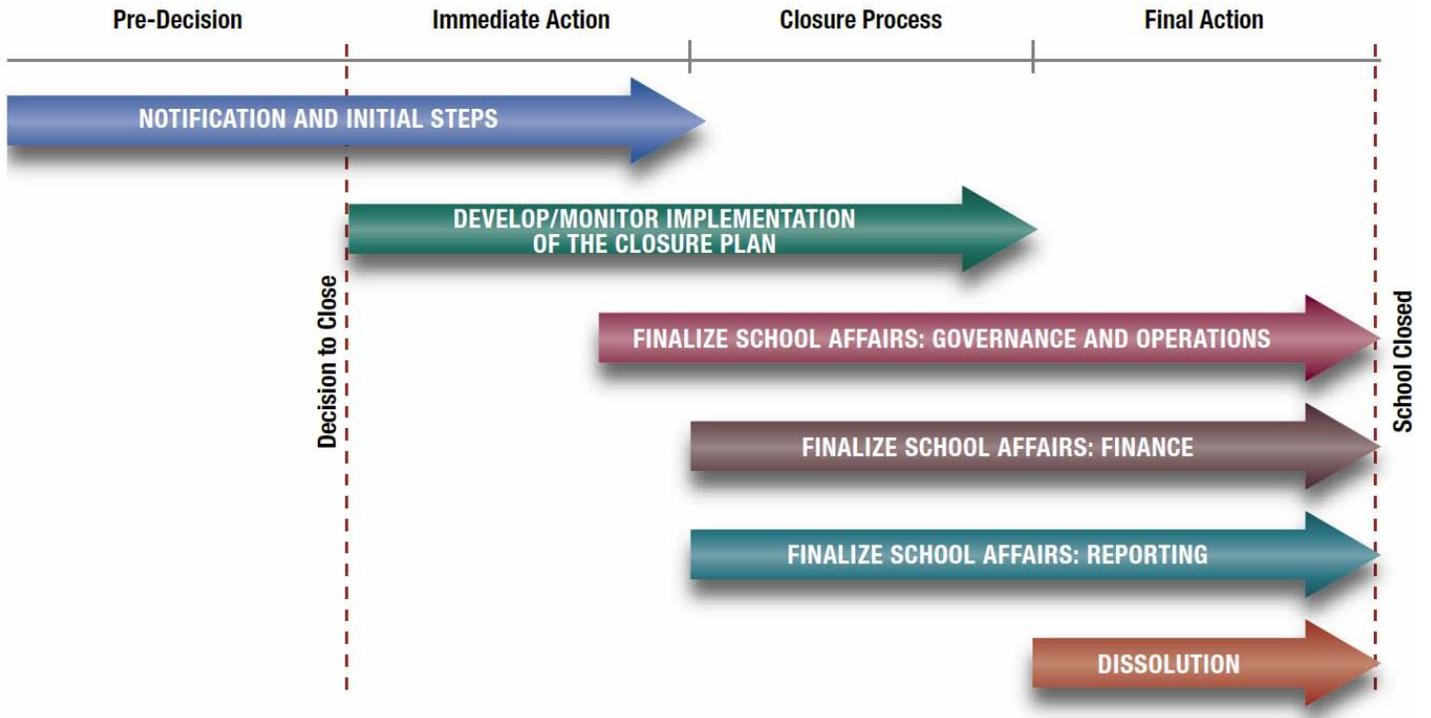
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 | | | |

| | | | | |
|--|-------------------------|--|--|--|
| <p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. | <p>School, PCSC</p> | | | |
|--|-------------------------|--|--|--|

Develop/Monitor Implementation of the Closure Plan

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Monticello Montessori 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 July 22, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; 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 2010. 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 **April 17, 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: **Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.**
- B. Grades Served.** The School may serve students in **kindergarten through sixth grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials.**

- Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills.
- Employ experienced Montessori teachers or teachers who will become Montessori certified.
- Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
- Students will utilize work plans to guide them in their learning toward mastery.

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 320 students. The maximum number of students who may be enrolled

per class/grade level shall be as follows: 32 students per class.

- 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.** 4707 S. Sweetwater Way, Ammon, ID 83406. 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: Bonneville, Bingham, and Jefferson Counties.
- 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 **April 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Monticello Montessori Charter School Board**

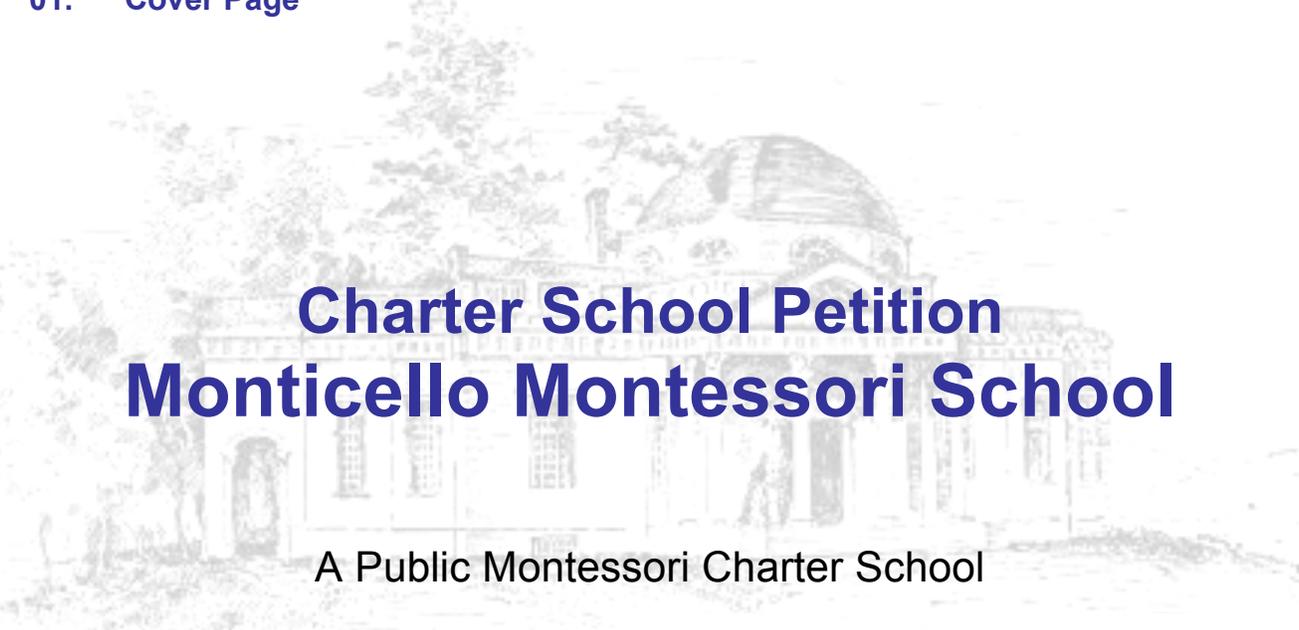
Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Monticello Montessori Charter School
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter



Charter School Petition Monticello Montessori School

A Public Montessori Charter School

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Opened Fall, 2010

Attendance Area:
Bonneville, Bingham, and Jefferson Counties

School Building Location:
4707 S Sweet Water Way
Ammon, ID 83406

Submitted By:

Monticello Montessori Board of Trustees
administrator@monticellomontessori.com

4704 S Sweetwater Way
Ammon, ID 83406
(208) 419-0742

“Any child who is self-sufficient, who can tie his shoes, dress or undress himself, reflects in his joy and sense of achievement the image of human dignity, which is derived from a sense of independence.”

—Dr. Maria Montessori

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03. Tab 1 Articles of Incorporation, Mission, and Vision

A. File-Stamped Articles of Incorporation

Copies of Articles of Incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed Bylaws adopted by the board of directors of the Monticello are provided in Appendix A.

B. Petition Signatures of Qualified Electors

Copies of Signatures of at least thirty (30) qualified electors of Bonneville School District No. 93 and proof of qualification of electors are provided in Appendix B.

C. Mission and Vision Statements

Mission Statement:

Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.

Vision Statement:

Students attending Monticello will maximize their inner potentials and experience purpose and meaning in life by taking responsibility for their own education and cultivating personal dignity and independence through the Montessori approach to learning.

04. Tab 2 Proposed Operation and Potential Effects of the Charter School

Facilities

The administration/school building(s) shall be properly licensed and compliant with code with regard to the Americans with Disabilities Act, all OSHA regulations and with all applicable Idaho laws. The building shall provide sufficient wiring and communication capabilities to support the nature and infrastructure of the school. The building shall also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's staff and students.

In accordance with Montessori classroom design principles, classrooms shall allow a minimum of 35 square feet per student enrolled between the ages of 5 and 8. Ideally, but not required, classrooms for students between the ages of 9 and 12 allow 50 square feet per student enrolled. Classrooms shall provide an abundance of natural light from windows to the outdoor environment. The facility shall accommodate the need for small kitchens and sinks in every classroom. The Charter Developers are currently exploring a variety of building options for the school to ensure sustainability of the program. The Charter Developers intend to build a permanent facility by 2015. Until financing can be secured for such a project, the school will likely lease a facility either from School District No. 93 or from a private entity. Details about the building plan are included in Appendix J.

Administrative Services

Administrative services are selected and evaluated by the Monticello Board. Monticello teachers are employed by the school through the use of Idaho Standard Teachers' Contracts. School personnel are required to hold the appropriate Idaho teaching certifications and endorsements. Monticello teachers hold highly qualified status under No Child Left Behind Act (NCLB) or are working towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as through the American Board for Certification of Teacher Excellence (ABCTE).

*Monticello implements the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"**

- Employ an experienced Montessori teacher to serve as curriculum coordinator.
- Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
- Maintain commitment to the core Montessori curriculum and instruction even with changes in administrative staff.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

Potential Civil Liability Effects

Monticello is incorporated as a nonprofit public school with the Monticello Board listed as having the responsibilities and liabilities for the operation of the school. Idaho School Boards Association (ISBA) policies will serve as a basis for Monticello policy until the school's policies can be developed completely.

Monticello operates independently as a Local Education Agency (LEA). Monticello is responsible for its own operation including personnel matters, preparation of a budget, and contracting for services. Monticello maintains a policy of general liability insurance and all other types of insurance necessary to provide coverage for the potential losses described in this paragraph.

Monticello's employees, director, and officers shall enjoy the same immunities as employees, director, and officers of public school districts and other public schools.

Pursuant to 33-5204(2), Idaho Code, the Commission shall have no liability for the acts, omissions, debts or other obligations of Monticello. Monticello will defend, hold harmless and indemnify the Authorized Chartering Entity against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature arising out of the operation of Monticello and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the school.

Copies of insurance binders from a company authorized to do business in Idaho for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and any other insurance will be provided to the Commission upon request. All required insurance will be in effect during the operation of Monticello.

Anticipated Impact on the Local School District and Community

Bonneville School District No. 93 has been experiencing steady growth since 1997. Two charter schools have opened over the past six years serving the District No. 93 attendance area with a total of 665 students enrolled in the charter schools as of the 2008/2009 school year. Even with these students not attending District No. 93 schools, the district passed a \$25 million bond for new school construction and improvement to accommodate the area's growth. The addition of Monticello Montessori to the attendance area will provide another school to serve this growing need.

There is an interest in the Montessori approach to learning in Bonneville County and the surrounding area. In Bonneville County and Jefferson County alone there are three private Montessori schools. These schools do a wonderful job; however the tuition fees make access to this type of education prohibitive, especially for the children who are most in need of it. Monticello will provide a high-quality Montessori education to any child regardless of the family's financial situation.

05. Tab 3 Educational Program and Goals

A. Thoroughness Standards

Monticello's educational program and goals will fulfill each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code.

Standard 1: A safe environment conducive to learning is provided.

Goal: Monticello not only provides for the physical safety of students, but also for their emotional and intellectual safety. The learning environment enables students to feel comfortable taking emotional and intellectual risks.

Objectives:

- Procedures and guidelines for physical safety are included in this charter petition, Monticello policy, and the student handbook, including procedures for fire drills; city, state, and federal health, accessibility, safety, fire and building codes; zero tolerance for weapons, harassment, drugs and alcohol, and more.
- Students utilize work plans to give them a sense of control over their learning.
- Grades and labels are not used around students to make comparisons.
- Students advance through the curriculum at their own pace to minimize frustration.
- Failure is presented as something positive: the process of identifying incorrect or incomplete ideas. Persistence is the paramount virtue.
- Students are given specific lessons about how to respect the space and privacy of others, how to use the Montessori materials correctly, and how to keep their environment (the classroom) clean and uncluttered.

Standard 2: Educators are empowered to maintain classroom discipline.

Goal: Students will feel confident, interested in learning, and maintain a high standard of personal comportment. Teachers will preempt classroom discipline problems by identifying students' needs and making every effort to address them.

Objectives:

- Teachers utilize authentic Montessori materials which are inherently designed to attract the interest of children and create a meaningful context for learning
- The classroom environment is highly ordered to help students understand the sequence involved in their learning.
- School-wide expectations for student conduct and procedures for handling unacceptable behavior are clearly communicated in the Student Handbook
- Extrinsic rewards are not used in connection with academics
- The administrator supports teachers through ongoing training and by enforcing the Code of Conduct.

Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: The development of character and a strong work ethic are central to the Montessori approach. Students will have daily opportunities to share, respect personal space, work out differences appropriately, show self-discipline, and work hard.

Objectives:

- Character education is built in to the Montessori approach
- All faculty are trained to talk and behave in the same way when interacting with students
- Grace and courtesy are taught to students and modeled by faculty members
- Students care for their school, community, and world by helping to maintain facilities and by participating in local and global service projects

Standard 4: The skills necessary to communicate effectively are taught.

Goal: Students acquire written and verbal communication skills beginning with very simple, concrete skills, and expanding to more complex, abstract skills where nuance, climate, audience, timing, and cue are understood.

Objectives:

- Students work cooperatively with peers through peer tutoring and multi-aged, multi-graded grouping of students.
- Instruction in Reading and Language Arts with an emphasis on writing is provided
- Students have a variety of opportunities to express themselves including giving speeches, writing letters, publishing essays, and working cooperatively.

Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Monticello provides students with a high-quality Montessori approach to learning that meets or exceeds Idaho State Standards.

Objectives:

- Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills
- Every student will have an individual work plan that is self-paced
- A variety of resources will be used to address students' needs. The selection of resources including additional books, manipulatives, etc. will be based on teacher observation, academic performance, IEP requirements, and parental input.

Standard 6: The skills necessary for the students to enter the workforce are taught.

Goal: The Montessori approach addresses the need in today's workforce for people who think creatively, take initiative, organize well, and adapt to rapid changes by instilling these attributes in students.

Objectives:

- Monticello utilizes a classroom design that is compatible with Montessori "prepared environment" principles.
- Students are given a great deal of control over what order and the amount of time they spend on subjects
- Monticello creates uninterrupted daily work periods of 90 minutes to 3-hours
- The classroom environment is highly ordered to teach students organizational skills
- Students help develop weekly work plans to learn planning and follow through

Standard 7: The students are introduced to current technology.

Goal: Technology is utilized to make the learning and teaching process more efficient.

Objectives:

- Wireless high-speed internet access is available in all classrooms.
- Laptops are utilized by teachers along with specialized software to track the progress of students
- Systems are integrated to make communication of student data (i.e. progress reports, demographics, alerts and notifications, attendance, etc.) rapidly available and to reduce redundancies.
- Students in the upper-elementary program will be taught how to use word processing and presentation software
- Physical classroom materials and instruments (i.e. microscope) will be connected to digital cameras and/or LCD projectors where appropriate and necessary to enhance the learning experience for students

Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: In addition to their intellectual development, students acquire skills in practical life, grace and courtesy, art and music, as well as habits of healthy living, to become responsible citizens of their homes, schools, and communities.

Objectives:

- Montessori integrates specialty programs such as art and music as part of each student's aesthetic development.

- Students are fed healthy whole food lunches and snacks while learning about food guides and the importance of nutrition and exercise
- Practical life skills are taught such as how to wash dishes, sweep a floor, wipe down a table, tie shoes, care for clothing, and much more.

B. The Educated Person in the 21st Century

Maria Montessori was a woman ahead of her time. In the early 20th century she stated, “What purpose would education serve in our days unless it helped man to a knowledge of the environment to which he has to adapt himself?” Ray Kurzweil, a noted futurist and New York Times bestselling author believes that by the middle of the 21st century there will be a “profound and disruptive transformation in human capability.” According to Kurzweil computing will not be limited to laptops and handheld devices. It will be environmental: “Computing will be everywhere: in the walls, in our furniture, in our clothing, and in our bodies and brains.”* He envisions a day when raw information will become a relatively common commodity that will literally be ‘downloadable’ into the brain. An educated person in the 21st century may have no use for schools that see themselves as being in the business of merely transmitting knowledge and information. Technology will do this far more efficiently. According to Maria Montessori, tomorrow’s schools “must take a new path, seeking the release of human potentialities.” Students in the 21st century need to possess the ability to interact adaptively with their environment (including their peers) and utilize raw information to creatively solve complex human problems. 21st century schools will be about helping people maximize their inner potentials and experience purpose and meaning in life.

C. Special Education Services

Monticello complies with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”). Monticello is solely responsible for compliance with Section 504 and the ADA. Monticello works diligently to ensure full compliance with the IDEA. As an LEA, Monticello is responsible for assuring compliance with these programs.

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 (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. Monticello has a nondiscrimination policy with regard to admissions.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP’s will be developed by a certified special education teacher in accordance with all applicable laws and regulations.

* Kurzweil, Ray. *The singularity is near: When humans transcend biology*. Penguin Group (USA) Inc., New York, NY, pp. 135-136.

Monticello 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 II of the Americans with Disabilities Act of 1990, that are applicable to it. Expenses to educate students with disabilities that exceed federal reimbursements will be drawn from the general fund.

Monticello will, consistent with applicable law, work to 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 (LRE)
- Are involved in the development of and decisions regarding the IEP, along with their parents
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's provision of FAPE

Monticello Montessori will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the 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 or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

Gifted and Talented Students

The Montessori learning approach meets the needs of Gifted and Talented (GAT) Students in the regular classroom—no separate program is necessary. Monticello shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high-performing capabilities. Monticello utilizes eligibility criteria developed by the Idaho Department of Education. The identification system aligns with the Gifted and Talented rules and regulations as identified by IDAPA 08.02.03.999.

Monticello's identification process for GAT students uses 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 ability, specific aptitudes and creativity
- Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, and interviews.
- Information about students from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

The Gifted and Talented Education (GATE) program will be supervised by a certificated staff member who holds the Gifted and Talented Endorsement, or by a certificated staff member of another school through a cooperative arrangement.

Monticello uses the Federal definition of Children with Outstanding Talent:

“Children and youth with outstanding talent perform or show the potential for performance at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.”*

* Programs for Improvement of Practice. (1993). National Excellence: A Case for Developing America's Talent. (p. 26). Washington DC: US Department of Education, Office of Educational Research and Improvement. Available online: <http://www.ed.gov/pubs/DevTalent/part3.html>

Limited English Proficient Students

LEP students are English language learners (ELLs) who are specifically placed in a language development program, based on the home language survey (HLS) and the Idaho ELL Placement Test. As a public school, Monticello complies with Idaho Code in the identification and education of Limited English Proficient (LEP) students. Monticello will comply with all applicable federal law in regard to services and the education of LEP students. Monticello will develop and implement policies and procedures for the provision of services to LEP students in accordance with guidance published by the Office for Civil Rights of the U.S. Department of Education. These policies and procedures shall ensure the following:

- Identification of students who need assistance;
- Development of a program that in the view of experts in the field has a reasonable chance for success;
- Assurance that necessary staff, curricular materials and facilities are in place and used properly;
- Development of 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.

Monticello will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. ELL students are identified by the home language survey (HLS) and the Idaho ELL Placement Test. Monticello teachers are trained in the use of the Sheltered Instruction Observation Protocol (SIOP) Model through the SIOP Institute. Teachers will implement SIOP instructional elements in daily lessons for ELL students. In the majority of cases, LEP students will have their needs met completely within the regular Montessori classroom. LEP services deemed necessary beyond what can be provided in the classroom may be contracted out or provided in a cooperative arrangement with another school or district. Students will begin transitioning out of the LEP program once they have achieved “proficiency” on the Idaho English Language Assessment (IELA). Students will be exited from the LEP program once they have achieved “proficiency” on the IELA *and* have received an Idaho Reading Indicator (IRI) score of at least a 2; or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; or have demonstrated access to mainstream content curriculum by showing consistent proficient scores on grade level benchmark unit assessments. Any additional state and federal testing required for ELL students attending charter schools will also be administered.

D. Dual Enrollment

Monticello students may participate in dual enrollment by attending classes offered by Bonneville Joint School District No. 93 as provided in Idaho Code 33-203 and Monticello policy.

06. Tab 4 Student Educational Standards, Testing and Accreditation

Maria Montessori believed that all children could learn. Over her lifetime she developed a solid instructional program that is highly sensorial and tactile; the curriculum provides hands-on learning materials for all subject areas and moves in an orderly fashion. Students are treated with great respect and given a great deal of freedom to guide their own learning within a highly structured and orderly environment. Montessori classrooms are beautiful, open spaces with furniture and shelves that accommodate the child's size. Classrooms are arranged in areas, each area having "materials" (educational objects) that address particular subject areas. Each material has a specific purpose intended to teach children as they learn to use it correctly. Students learn to work cooperatively and also to respect the space and privacy of the individual.

Students do not advance by "grade" but rather by mastery of content. A specific list of knowledge and skills that students must master to move forward is subdivided into parts that can reasonably be taught and mastered within a year. This is a working tool for the teacher and student to collaborate about progress made. Rubrics are developed for all lessons to help teachers, students and parents know what mastery looks like. Students are not given letter grades. Instead, teachers and parents discuss what the child can actually do, and what she has yet to master. Student achievement is based on giving children freedom within a structured and orderly environment. Students have the freedom to choose activities, but are responsible to structure their day to cover the curriculum. Children receive lessons across the curriculum, collaborate with peers of their choosing, and report back about their findings in written papers or class speeches.

A. Measurable Student Educational Standards (MSES)

The Monticello Board, administration, and teaching staff share a vision for student success that is measurable, meaningful and aligned to the mission of the school.

MSES Standard 1

9 out of 10 students who maintain an average daily attendance of at least 96% will score at the "Proficient" or "Advanced" level in math, language, and reading on the Idaho Standards Achievement Test (ISAT) by the students' third consecutive year of enrollment.

MSES Standard 2

At least 85% of students enrolled in the fall who maintain an average daily attendance of at least 96% will obtain a score of 3 on the Idaho Reading Indicator (IRI) by the spring of their first year of enrollment.

B. Measuring Student Progress

Progress toward meeting each Monticello MSES will be evaluated on a regular basis so that the Monticello Board, administration, and teaching staff can assess to what extent the mission of the school is being fulfilled. Monticello teachers may utilize a variety of assessment methods, including authentic assessments, standardized tests, norm-referenced tests, criterion-referenced tests, and informal tests, to provide accurate feedback about student progress. Assessment methods are flexible to allow for different learning styles of students.

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"**

- Use a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state mandated assessments in such a way that the character of the Montessori program is not compromised.

MSES Standard 1

9 out of 10 students who maintain an average daily attendance of at least 96% will score at the "Proficient" or "Advanced" level in math, language, and reading on the Idaho Standards Achievement Test (ISAT) by the students' third consecutive year of enrollment.

Evaluation Instrument and Methodology

Instrument: Idaho Standards Achievement Test (ISAT). The "Proficient" and "Advanced" spring ISAT scores of the students who have been enrolled for three consecutive years in Monticello will be counted and compared to the total number of 3rd-year students who took the ISAT.

MSES Standard 2

At least 85% of students enrolled in the fall who maintain an average daily attendance of at least 96% will obtain a score of 3 on the Idaho Reading Indicator (IRI) by the spring of their first year of enrollment.

Evaluation Instrument and Methodology

Instrument: Idaho Reading Indicator (IRI). Of the students who have been enrolled since the fall of any given year, the spring IRI scores of 3 will be counted and compared to the total number of students also having been enrolled since the fall who took the IRI.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

C. Standardized Testing

Monticello, as required by law, complies with all testing requirements of the state. The data generated from these assessments is used by Monticello as a factor in determining the progress students are making towards meeting the Idaho Achievement Standards. This data is also used by the school to determine areas in need of improvement.

D. Accreditation

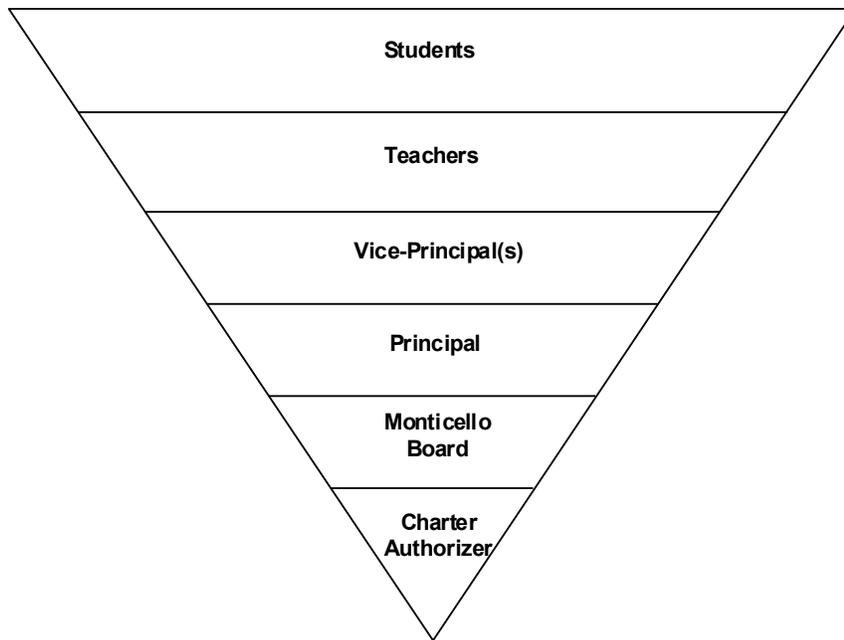
Monticello will maintain membership with one or more of the professional Montessori organizations and seek Montessori accreditation to assure consistent quality. In addition, the school will budget for continuing education through Montessori workshops and conferences. Should the Board decide to offer a secondary education program in the future, it will seek accreditation through the Northwest Association of Accredited Schools as provided by rule of the Idaho State Board of Education 5205 (3) (e) and 5210 (4) (b).

E. NCLB School Improvement Plan

Should Monticello ever identified as in need of improvement as outlined in the No Child Left Behind Act, the school shall cooperate fully with State and Federal mandates to ensure compliance. It will be the responsibility of the principal to organize a team that includes the Principal, a teacher, a parent, and a board member to carefully review the areas indicated as in need of improvement. The team will make recommendations along with any budget proposals to the Board which will approve the final plan of action. Students and faculty will be monitored carefully throughout the year to ensure that progress is being made toward accomplishing the terms of the improvement plan.

07. Tab 5 Governance, Parental Involvement, and Annual Audit

A. Governance



MONTICELLO SERVANT LEADERSHIP MODEL

Monticello uses a Servant Leadership model as illustrated above. Directors, administrators and teachers all commit to use their influence and authority to support and serve each stakeholder that is above them, and ultimately the students enrolled at Monticello. This means continuously seeking to meet others' legitimate needs and improve the learning and working environment.

Monticello Montessori is a nonprofit corporation pursuant to Idaho law. The school is governed pursuant to the Bylaws adopted by the Incorporators and subsequently amended pursuant to the amendment process specified in the Bylaws.

The Board consists of at least three individuals who reside in Bonneville, Bingham, and Jefferson Counties or a contiguous county who are leaders in their communities across multiple sectors (public, private, non-profit) based upon their professional experience, service to their community, and/or honorary distinctions earned. The Board meets regularly to oversee the budget, management, operation, activities, and affairs of the school. The Board defines, composes, and revises (as needed) the policies of Monticello and ensures compliance with its charter agreement and applicable laws and regulations.

Monticello Directors do not receive compensation for their service as Board members, and may resign at any time by giving appropriate written notice. Directors may be

removed, for cause, by an affirmative vote of two-thirds of the remaining members of the Board. Unless notice is waived by the director, any director facing possible removal must be provided with written notice of the intent to hold a vote on possible director removal seven (7) days prior to the date that the matter will be voted upon. The Board Chairperson will use revised Robert's Rules of Order. The Board will set its own threshold for minimum Board attendance policies as well as possible sanctions for repeated or habitual unexcused non-attendance.

The Monticello Board of Directors shall be considered the Board of Directors for purposes of the nonprofit corporation. The Board of Directors will elect the officers of the corporation and determine the duration of their term(s). The Board of Directors will govern in accordance with the Articles of Incorporation and the Bylaws of Monticello Montessori, Inc.

All meetings of the Board of Directors for Monticello are held in accordance with open meetings laws.

The Board, at its discretion, may vote to expand its membership and/or create subcommittees. Specific responsibilities of the Board are defined in the Bylaws.

This charter is a grant of authority approved by the Commission to the Board of Directors of Monticello Montessori pursuant to 33-502A(2), Idaho Code.

B. Parental Involvement

Parents provide feedback regarding the school's program each year through meetings and surveys. Experienced Monticello families serve as mentors to new families. Parents are actively encouraged to work with the school and parent organizations including:

- Board of Directors
- Community/Parent Teacher Advisory Board or other ad hoc committees
- Family informational sessions
- Student outings and field trips
- Student community service projects

Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"

- Provide Montessori parent education programs that promote understanding of Montessori principles and curriculum.
- Develop an admission process that informs parents about the nature of Montessori and seeks the necessary commitment to the program.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

C. Annual Audit

Monticello's annual budget shall be prepared in compliance with all statutes and rules of the State of Idaho applicable to charter schools. Copies of the Budget shall be provided to the Commission upon Board approval and delivery to the State Department of Education. All Accounting records shall be established and maintained in accordance with accounting principles generally accepted in the United States. In addition, Monticello shall follow all requirements and regulations as may be set forth from time to time by the State Board of Education and State Department of Education. Monticello operates through funding provided by the State of Idaho and the Federal government. Monticello will continue to seek out private grants and donations to supplement the school's funding. All invoices of Monticello are independently reviewed by a Board member prior to submission to the Board for approval. A detailed report as to the financial status of Monticello and its Budget, including a detailed cash distribution report, is provided at each monthly regular meeting of the Board.

An audit of the School's financial statements is performed annually by an independent Certified Public Accountant. The audit reports, accompanied by the related financial statements are submitted yearly to the Commission pursuant to the requirements of Section 33-701(6) & (7), Idaho Code.

Programmatic outcomes (Measurable Student Educational Standards) are composed of goals for student learning and other objectives described in this application as well as those requirements set forth by the Idaho Charter School Commission pursuant to Section 33-5205(3)(k), Idaho Code. Annually, the school shall report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remedying these deficiencies, submitted no later than October 15th for the previous school year. Additionally, the school shall comply with any other requirements that the state might specify at a later point.

08. Tab 6 Personnel

The staffing plans for Monticello will change each year depending upon the needs of the school.

A. Personnel Qualifications

Monticello meets or exceeds, at the discretion of the Governing Board, Idaho Code for statutory requirements for charter schools.

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"**

- Employ Montessori teachers who have Montessori credentials for the levels they teach.
- Maintain an active and open recruitment for Montessori credentialed teachers.
- Budget for future Montessori teacher education for non Montessori-credentialed teachers.
- Provide professional Montessori in-service by experienced credentialed Montessori educators.
- Contract for on-going internal and periodic external Montessori consultation and/or professional support as a follow up to Montessori teacher education.
- Employ one paraprofessional per classroom, each having received Montessori orientation for that role.

B. Health and Safety

The school building, administrative offices, and other facilities will be in compliance with all required federal, state and local regulations required for public schools.

Parents are expected to demonstrate that their children obtain proper immunizations upon admission according to Idaho Statutes (39-4801). Parents who object to having their children immunized may sign an exemption form. Immunization forms and other pertinent medical records are kept (confidentially) by the school administration.

Monticello will conduct criminal history checks for all employees in compliance with Idaho Code 33-130.

Monticello will utilize the Bonneville Joint School District No. 93 Emergency Operations Plan / Crisis Response Plan.

Additional policies and procedures are implemented by the Board, as needed.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

C. Employee Benefits

All staff members of the Charter School are covered by the public employee retirement system (PERSI), federal social security, unemployment insurance, and worker's compensations insurance. A health insurance provision is also available for certificated and non-certificated personnel.

D. Transfer Rights

Employees of Monticello are not employees of Bonneville Joint School District No. 93. Teachers at Monticello will not be eligible for an in-district transfer to another school in District No. 93.

E. Collective Bargaining

The staff of the Charter School shall be considered a separate unit for the purposes of collective bargaining.

F. Written Contract

All teachers and administrators shall be on written contract as required by Section 33-5206(4), Idaho Code.

09. Tab 7 Students

A. Admission Procedures and Over-Enrollment Provision

Monticello is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public charter school we do not charge tuition for services that are reimbursed by the state. A tuition fee will apply for students enrolled in the preschool and full-day kindergarten programs (if they are offered). Monticello does not discriminate against any applicant for admission on the basis of ethnicity, national origin, gender, disability, religion, intellectual or athletic ability, or proficiency in the English language.

Enrollment and Over-Enrollment Provision

Enrollment will be reviewed and determined annually, with an enrollment cap of 192 in the first year of operation, 288 in the second year, and 320 in the third year. Registration applications for new students will be accepted during open enrollment (January-March of each year). Enrollment will be limited to 32 students per class. In the event that projected enrollment demands exceed curriculum level capacity for the next school term, a lottery process will be implemented to fairly allocate class vacancies.

In accordance with Subsection 203.06 and 203.07 of the Administrative Rules Governing Charter Schools, five preference pools / lists will be established and prioritized as follows: 1) pupils returning to Monticello in the second or any subsequent year of operation; 2) children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school; 3) siblings of pupils already selected by the lottery or other random method, or who are already enrolled in the school; 4) prospective students residing in the attendance area of the public charter school; and 5) an equitable selection process, such as by lottery or other random method for all other students. Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools. Those on the final selection lists may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting lists established from the initial lottery.

Once on the final selection list, students will remain eligible for placement within the school without repeating the application process. Each year, Monticello will contact all students on the final selection list and request written verification of the continued desire to be on the list. Students wishing to be removed from the final selection list must make their request directly to Monticello Montessori in writing. Once the enrollment period is complete and final selection lists have been established through lottery as described above, subsequent applications will be added to the final selection lists on a first come, first served basis.

Re-enrollment forms shall be presented to each registered student in the spring of the current school year. Those discontinuing their studies shall not have a reserved position in the next curriculum level. The forms for re-enrollment must be signed and returned in compliance with the process and procedure that has been established by the school's administration, with consideration and approval by the Board. Failure to respond in the time provided shall constitute a waiver of any interest in application or enrollment renewal for the following term.

In accordance with Subsection 203.08 of the Administrative Rules Governing Charter Schools Monticello shall maintain a proposed attendance list containing the names of all prospective students on whose behalf a request for admission was timely received by the public charter school, however the list will not be separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

Lottery

Monticello will hold a lottery on or before April 30 of each year to establish the waiting list order of entrance for the upcoming school year. 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 a disinterested party will conduct the lottery selection. Over-enrollment procedures will be conducted according to the requirements as set out in 33-5205, Idaho Code, as well as any rule adopted by the State Board of Education or State Charter Commission that is applicable to student lotteries held by public charter schools, and according to the process described under "Exceptions Approved by Commission Staff." Final selection lists for a given school year shall not roll over to a subsequent school year and will be developed using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools.

Exceptions Approved by Commission Staff

Monticello Montessori uses a methodology that does not rank students by grade level. Instead, students progress from concept to concept and skill to skill regardless of age. There is nothing that prevents an older student from returning to an earlier lesson or classroom. Similarly, a younger student might take interest in a more "advanced" concept that older students are working on. Therefore, the IDAPA Rules referencing "grade levels" in Section 203, Admission Procedures, do not make sense for this charter school. Admission Procedures will be followed in every other detail as follows:

- All 192 seats will be randomly selected as though they are a single grade in Year 1 for students between the ages of 5 and 9.

- 1 application per family with all siblings listed who are interested in enrolling will be returned to Monticello
- 1 family index card will be made with all siblings listed who are interested in enrolling
- All Founder cards will be pulled and labeled with a "B." (If the number of Founder children exceeds 10%, the cards will be selected randomly)
- The other cards will be placed in a box and pulled randomly
- Each individual child on the family index card will be numbered sequentially and labeled with a "C"
- Cards will continue to be pulled until all 192 seats have been randomly selected
- Identifying all siblings on a single family card makes the lottery process more efficient by eliminating the redundancy of searching for siblings in a stack of 192 cards. This process is also more equitable since families with large numbers of children have an equal chance of their card being pulled as a family with only one child.
- In subsequent years Monticello will follow this same process with new openings and a potentially broader age range.

B. Student Disciplinary Procedures

Monticello as a public school adheres to all federal, state laws and regulations as well as school approved policies and procedures relating to student discipline and the required reports and actions for disciplinary infractions by its students. Monticello complies with all requirements of due process for student disciplinary violations including provisions for notice, fair procedures and a fair hearing in compliance with I.C. 33-205.

Administrative disciplinary actions may include, but are not necessarily limited to the following consequences:

- Student conference with principal and/or teacher
- Group conference that may involve student, parent, teacher, and principal
- Loss of school privileges
- Suspension / recommendation for expulsion
- Counseling

A student who is accused of misbehavior or a breach of the Code of Student Conduct will be presented to the principal or designee by the person having knowledge of the misbehavior or breach of conduct. The following protocol will be used to provide due process, provisions for notice, fair procedures, and a fair hearing before administering disciplinary action:

1. **Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.
2. **Student Notification:** The student will be placed on notice of the violation by the principal or designee and afforded an opportunity to explain.
3. **Initial Conference:** An initial conference (in person or by tele-conference) shall be conducted by the principal or designee at each level of discipline.
 - a. **Charges and Evidence:** The principal or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
 - b. **Parental Assistance:** A good faith effort shall be made by the principal or designee to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.
4. **Parental Notification:**

- a. By Telephone or E-mail: The principal or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's misconduct and the proposed disciplinary action.
- b. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the principal or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason the action was taken.

Violations Leading to Suspension

The following violations will lead to short-term suspension (not to exceed 5 school days) or other low-level disciplinary action, following the appropriate due-process procedures. Upon appeal to the Board of Directors the suspension may be extended for up to twenty (20) days. This appeal 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 students' health, safety, or welfare. Multiple violations at this level may lead to expulsion.

Abusive language or conduct: A student who uses or engages in abusive, profane, obscene or vulgar language, or conduct, in the presence of another person, whether in person or electronically (i.e. online), is guilty of unacceptable conduct.

Bullying, physical and/or emotional harassment: A student who engages in verbal and/or physical behaviors that intimidate others, or who attempts to obtain something such as money or information from somebody by using force, threats, or other unacceptable methods is guilty of unacceptable conduct.

Cheating: A student who participates in using, copying, or providing another student with any test answers, answer keys, or another person's work, representing it to be their own work, is guilty of unacceptable conduct.

Disruptive behavior and/or minor infractions: A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the principal to be minor in nature, is guilty of unacceptable conduct.

Unauthorized access: A student who enters part of the school website that has been denied to them by administrators will be in violation of the school's Technology Use Policy.

False information: A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school is guilty of a serious breach of conduct.

Interference with the educational process: A student who is guilty of willful disobedience, open defiance of authority of the principal or any member of the school staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school is guilty of a serious breach of conduct.

Vandalism: A student who intentionally destroys damages or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the school staff, is guilty of a serious breach of conduct.

Theft: A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Robbery: A student who takes money or other property (whether physical or electronic) belonging to another person from another person by the use of force, violence, assault, or threatened use of force or violence is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Sexual Harassment: A student who subjects another person to unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats – either in person or on-line – is guilty of a serious breach of conduct. This also includes transmission of sexually inappropriate or explicit material.

Indecent exposure or conduct: A student who exposes or exhibits his or her sexual organs in the presence of others in a lewd or indecent manner, or who intentionally and willingly engages in behavior that is considered lewd, indecent or obscene, either in person or on-line, is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Burglary: A student who enters or remains in a building or property owned or maintained by the Board with the intent to commit theft, vandalism, or some other criminal offense therein, is guilty of burglary unless the premises at the time is open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation or other breach of conduct committed by that student while therein. Burglary is a serious breach of conduct that may be reported to the proper law enforcement agency.

Abusive language or conduct directed at a school employee or trustee: A student who uses or engages in abusive, profane, obscene, or other vulgar language or conduct directed at a school employee or trustee is guilty of a serious breach of conduct.

Truancy: A student who is truant from school is guilty of a serious breach of conduct.

Violations Leading to Expulsion

The following violations will lead to expulsion, following the appropriate due process procedures. Only the Appeals Board consisting of the principal and the Board of Directors may expel a student.

Weapons: A student who displays or is in possession of an object normally considered a weapon (other than a firearm), such as a knife or club, while attending a school-sponsored activity away from home is guilty of a serious breach of conduct.

Firearms: A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school campus, or other property owned or maintained by the Board, or property designated for school activities.

Battery: A student who intentionally strikes another person against the will of the other person is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Bomb and explosive: A student who is in possession of a bomb, explosive device, or substance or materials intended for use in a bomb or explosive device or substance while at a school-sponsored activity, on Board property, or a chartered bus (unless the material or device is being used as part of a legitimate school-related activity or science project conducted under the supervision of an instructor with the knowledge and consent of the principal) is guilty of a serious breach of conduct.

Arson: A student who willfully, by fire or explosion, damages or attempts to damage any building, structure, vehicle or other property owned or maintained by the Board is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Threat: A student who intentionally threatens, by words or act, to strike or cause bodily harm to another person, has the apparent ability to carry out such threat, and causes the other person to have a well-founded fear that he or she is about to be struck or about to suffer such bodily harm is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Internet Use: Any student who abuses the Acceptable Use Policy shall be dealt with according to the parameters of the use policy.

Truancy: A student who is habitually truant from school is guilty of a serious breach of conduct.

Alcohol, drugs or drug paraphernalia: A student who possesses or attempts to distribute alcohol, drugs or drug paraphernalia during school-related events or on school site will be in serious breach of Monticello conduct.

Disciplinary Procedures for Students with Disabilities

Misconduct will be addressed through normal school wide discipline policies, instructional services, and/or related services. If a student with disabilities has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions will receive all of the due process rights afforded students without disabilities under Idaho Code 33-205. In addition to these rights, students with disabilities who are being removed from their current educational placement will receive all special education rights and additional discipline procedures mandated for charter schools by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). These procedures apply when Monticello is unable to work out an appropriate placement for the student with the parent and/or adult student. Further, these procedures do not prevent Monticello personnel from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Board of Directors to “temporarily suspend” students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

C. Students under the Influence of Alcohol or Controlled Substances

Monticello shall follow the procedures required by Section 33-210, Idaho Code, for students found using or under the influence of alcohol or controlled substances.

D. Public School Attendance Alternative

Students residing within the attendance area who choose not to attend the public charter school will have the same attendance alternative as other students in District No. 93. No student will be required to attend Monticello per Section 33-5205 (3) (n).

E. Publicity of Enrollment Opportunities

Monticello’s educational program will actively seek students from its attendance area. Monticello prepares and mails out informational materials regarding its school program. Further, Monticello holds informational sessions to promote the school program. The School maintains a website addressing the educational program, and enrollment opportunities.

In accordance with IDAPA 08.02.04.203.02, Monticello shall ensure that dissemination of enrollment information takes into consideration the language demographics of the attendance area and occurs at least three (3) months in advance of the enrollment deadline. Advertisements and other informational materials shall be posted in highly visible and prominent locations and shall include at least three (3) press releases or public service announcements to media outlets.

F. Denial of School Attendance

Pursuant to Section 33-5205(3)(i), Idaho Code a student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parent or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion. Monticello Policy addresses the school's plan for denial of attendance to any student who is or has been:

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

G. Student Handbook

Monticello shall provide a Student Handbook to each child enrolled that outlines the Code of Conduct. The Student Handbook is reviewed in each classroom at the beginning of the school year by the principal. Parents will provide their signature acknowledging their understanding of, and willingness to comply with, the rules set forth in the Student Handbook. A draft handbook can be found in Appendix D.

10. Tab 8 Business Plan, Budget, Transportation and Food Services

A. Business Plan

i. Business Description:

Monticello is a public Montessori charter school created under the laws of the State of Idaho. This charter program is seeking approval by the Idaho Public Charter School Commission.

Monticello provides residents of Bonneville, Bingham and Jefferson Counties a public Montessori option to the traditional school setting. The mission of Monticello is to help students maximize their inner potentials and experience purpose and meaning in life by providing a high-quality, mastery-based Montessori education. A research-based curriculum is used to prepare Idaho students to meet the educational goals of the school and the state of Idaho as outlined in the Idaho State Content Standards.

The Monticello curriculum is based on the Montessori Method. The Montessori Method is a unique approach to learning that meets the needs of children with special needs, the gifted and talented, and everyone in between in an inclusive, highly supportive environment. Monticello utilizes an innovative approach to student advancement that will continue to support inclusiveness and address the specific needs of every child. Monticello teachers utilize a variety of best-practices to meet the needs of their students. The school's current focus is on offering a high-quality lower-elementary Montessori option for families (Kindergarten through age 9). The school may expand in phases to older students with an "arts and classics" emphasis as the need becomes apparent and the school is fiscally able to do so. Monticello may offers a full day preschool and kindergarten to better meet the needs of parents. The curriculum is aligned with the Idaho State Standards and Idaho-certified teachers oversee the learning of each child in their class by reviewing student work for quality, accuracy, and understanding, and by communicating directly with the student and family on a regular basis. Teachers are available during school hours when students (or adults) have questions.

Students with many different needs can benefit from the Montessori Method. The school is an attractive option for average, self-motivated students who desire the flexibility to learn at their own pace in a structured learning environment. Gifted and Talented students are drawn to the differentiated, constructivist nature of the program. Students with disabilities such as developmental delays and/or sensory integration dysfunction, cognitive impairment, autism, and other learning disabilities benefit from the inclusive environment and highly sensory learning approach.

The school's main administrative office is headquartered in the school facility in Idaho Falls. Administrators, teachers and other faculty work at the School facility. The school's attendance area is Bonneville, Bingham and Jefferson Counties. All of these counties are contiguous, and considering the shortage of charter school options available to residents of these counties, the attendance area is compact. There are currently two charter schools in District 93, both of which have sustained high enrollment numbers and waiting lists since their inception. There are no charter schools in Idaho Falls School District 91, nor in Jefferson nor Bingham Counties. According to the Idaho Charter School Network 2007-2008 data regarding waiting lists there is a growing interest in charter schools in Bonneville County. Most children on these waiting lists are in the lower grades, which is the target market for Monticello. White Pine Charter School (Core Knowledge) currently has 200 children on waiting lists while Taylor's Crossing Public Charter School (Harbor) has 320.

Enrollment in charter schools in Bonneville County continues to increase as well. White Pine opened with 185 students in 2003 and now serves 360. Taylor's Crossing opened with 272 students in 2006 and now serves 305.

According to data at the Idaho Department of Labor, Bonneville County has experienced steady growth since 1997 with an average increase in population of over 2300 per year. Most of that growth has impacted District No. 93, the area which Monticello intends to serve. Another charter school should relieve some of the impact of the population growth this area has seen.

For the 2010-2011 school year Monticello will serve students between the ages of 5 and 9. Class size will be capped at 32 students. At the discretion of the Board, Monticello will seek to add older students each successive school year through age 12. For each successive school year, enrollment may increase by 32-96 students depending upon student enrollment figures.

ii. Marketing Plan:

Monticello's marketing plan will be a grassroots effort. A Facebook group has been created to begin generating discussion and interest in the preparations toward opening its doors to students in the fall of 2010. Public information sessions will be advertised via radio, the Internet, and posters to be held in the summer of 2009 and throughout the fall of 2009. An official web domain for the school will be purchased and a website established to answer questions and provide information for the community. The Board will open student enrollments beginning in January 2010 with a cut off of March 31.

iii. Management Plan:

Monticello is a public charter school managed by a non-profit corporation under the Idaho Nonprofit Corporation Act and the Idaho Charter Schools Act. The

Board of Directors control and govern the operations of the school and is comprised of individuals from Bonneville County and other contiguous counties. The Board conducts regular, special and annual meetings in compliance with provisions of the Idaho Code. The Board is responsible for the selection and adoption of the educational program of the school, as well as the approval/disapproval of recommendations brought to the Board for personnel, programs, policies, and procedures of the school. Monticello's Board follows all provisions of the Open Meetings Law of the State of Idaho and maintains minutes of all Board meetings; these minutes are available for public inspection and/or copying, as are all other documents encompassed under the public records laws of the State of Idaho.

iv. Resumes of the Directors of the Non-profit Corporation:

Resumes and references of the Directors are provided in Appendix C of the Charter Petition.

Below are brief bios of the Charter Directors:

David Meyer, President: The Monticello Montessori Charter was conceived in the belief that every child deserves the best education possible. One of the charter developers, David Meyer, adopted twins who later manifested developmental delays and sensory integration dysfunction. The Montessori Method was ideal for them. David, a professional educator himself, was fascinated with how the program helped his children catch up academically and gain greater independence and confidence. He was thrilled with their progress, and fully committed to the methodology, however the financial sacrifice to send them to a private Montessori program was tremendous. The approval of this charter proposal makes a free Montessori education available to all children in the Idaho Falls area. David holds a Masters Degree in Education, a current Idaho Principal's Certificate, and current Idaho Elementary / Secondary Teaching Certificates. He is interested in continuing to lead the charter school in the capacity of administrator.

Liz Killpack, Vice-President, graduated from Utah State University in 1996 with a degree in Parks and Recreation Management. After graduation she and her husband moved to Eastern Idaho where she received her second bachelor's degree from Idaho State University in Secondary Education, with a major in English and a minor in History. She taught in Idaho Falls District #91, Firth District #59, and Shelley District #60. After starting a family and taking some time off from teaching, Liz was appointed and then re-elected to the Firth School Board of Trustees. There she served as the Vice Chair, as well as on the Curriculum Committee, Negotiations Committee, and the Para-Professionals Task Force. During her service she was elected to represent the entire region as the Vice Chair on the ISBA Executive Board. Due to the effects of West Nile Virus Liz resigned from both the Firth Board and the ISBA board to regain her

health. Liz is currently employed by the Idaho School Board Association as their Board Development Coordinator and Trainer. Her employment entails traveling the state of Idaho training boards to be effective, to implement strategic plans, to set goals, to govern and conduct superintendent evaluations, to oversee the budget, and to improve student achievement. She and her husband, Todd, have 5 children and reside in Firth, Idaho.

Dr. Andrew Meyer, Treasurer, is an Assistant Professor at Idaho State University. He retired from administration after a long and distinguished career as a school principal and superintendent. Dr. Meyer is certified to teach K-12 and as an Administrator K-14 in both California and Idaho. He is noted for his leadership in creating National Blue Ribbon Schools and California Distinguished Schools. In 1998 and again in 2003 he was recognized by the Association of California School Administrators (ACSA) Region 10 as Superintendent of the Year. He has conducted training in collective bargaining with a specialty in Interest Based Bargaining which he instituted in his own district. Dr. Meyer has been recognized and honored by the California State Assembly, the California State Senate, the United States Congress, as well as by every school district and city in which he has served. He was a pioneer in the development of the largest charter school network in California, providing unparalleled academic alternatives for parents and their children. His interest in the Monticello Charter is to serve in an advisory capacity and work to create a partnership between Monticello and Idaho State University.

Lori Gentillon, Secretary, is a native Idahoan and received her Bachelor's Degree in Psychology from Idaho State University. She has been employed at a community rehabilitation service provider for the past thirty years and is currently responsible for oversight of all rehabilitation services offered by the organization. This includes four locations covering southeastern Idaho. In addition to her paid employment experience, she has served 12 years on School District #59 Board of Trustees; several as Board Chair as well as Treasurer. She is currently serving on the Board of Directors for Committed Hearts which supports the Cardiac Rehabilitation Unit at Eastern Idaho Regional Medical Center. She is also Treasurer for ACCSES Idaho, a State Association for Not for Profit Community Rehabilitation Providers. She co-owns a farm with her husband and has three children who have all graduated from public high school and attended State Universities.

v. Financial Plan:

Basic funding for the school is provided as available under the Idaho Code as well as through federal funding programs. Monticello also seeks funding to support educational programs from private entities, individuals and governmental programs.

The Monticello Board approves a balanced budget prior to the beginning of each fiscal year. Budgetary and financial documentation is provided on an annual basis.

vi. Start Up Budget with Assumptions

See Appendix E

vii. Three (3)-Year Operating Budget Form

See Appendix F

viii. First Year Month-by-Month Cash Flow Form

See Appendix G

B. IFARMS (Idaho Financial Accounting Reporting Management System)

Monticello's budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

C. Transportation Services

The board may contract with a transportation provider to transport any pupil when in its judgment the age or health or safety of the pupil warrants. The board may also contract with a transportation provider to fulfill any transportation requirement necessitated by a student's IEP. Transportation is generally not provided to students who live outside of the attendance area (Bonnevile, Jefferson and Bingham Counties), nor to students who reside outside of the reimbursable limitation established by I.C. 33-5208(4). Any transportation the board chooses to provide for ineligible students, as defined by I.C. 33-5208(4), shall be on a "space available" basis and neither time, mileage, nor other appreciable cost, shall be added as a result of this service. The board reserves the right to expand or contract transportation services pursuant to any changes made to I.C. 33-5208(4). The board also reserves the right to eliminate transportation services altogether if ridership falls below numbers sufficient to support the service, or if the Idaho Legislature or the Congress fails, neglects, or refuses to appropriate adequate funds for transportation services.

D. Food Services

Monticello offers a school lunch program. Healthy, whole food sack lunch menu items are made available to students at a reduced cost who qualify for free and reduced food services. One full-time classified staff position has as part of his or her responsibilities the organizing of the lunch menu and coordinating of the daily lunch routine. He or she is assisted on a rotating basis by classroom aides and student volunteers. As the school grows and the demands for lunch increase, personnel will be hired accordingly.

Kitchen facilities sufficient to support the school's food services plan have been contemplated as part of the school's building plan. Free and reduced lunch forms are provided to all students by Monticello. A nominal fee applies for students and others who wish to purchase food. Microwaves are made available for students who need to reheat food items. Hot lunches will generally not be provided. Monticello uses verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

11. Tab 9 Not a Virtual Charter School

Monticello Montessori is not a virtual charter school as defined by Section 33-5202A(6), Idaho Code.

12. Tab 10 Partnerships, Additional Information, and Dissolution Plan

A. Partnerships

At the discretion of the Board, Monticello contracts with public and private entities for food services, transportation services, curriculum and materials, technology services, and other services deemed necessary. Agreements are amended from time to time, as needed. Copies of contracts and/or lease agreements are included in Appendix I.

B. Additional Information

Any statistical reports that are filed by Monticello with the State Department of Education shall also be filed with the Commission. Such Commission filing shall coincide with the timing of filings with the State Department.

C. Dissolution Plan

Monticello will fully cooperate with the Commission in the event of dissolution of the charter. In such cases, the Governing Board of Monticello is responsible for the dissolution of the business affairs of the school. Upon dissolution of Monticello 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. All records of students residing in District No. 93 will be immediately transferred to the District. All parents of students will receive written notice of how to request a transfer of student records to a specific school. Monticello will accommodate student record requests from schools outside of Bonneville School District for up to one year after dissolution.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

| Requirement | Description | Submit To | Deadline | Notes |
|--|---|-----------|---|---|
| New Charter School Bootcamp | Attend training session with SDE; provide proof of attendance. | PCSC | May 31 | The bootcamp will generally be held in March or April. Proof of attendance is due by May 31. |
| Pre-Opening Dashboard | Complete the dashboard; include in Pre-Opening Update materials. | PCSC | May 31 | All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31. |
| Enrollment Report | Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials. | PCSC | May 31 | |
| Facilities Report | Update the Facility Template; include in Pre-Opening Update materials. | PCSC | May 31 | |
| Updated Pre-Opening Timeline | Update the Pre-Opening Timeline; include in Pre-Opening Update materials. | PCSC | May 31 | |
| School Calendar | Prepare school calendar for SDE; provide copy for PCSC. | SDE, PCSC | May 31 | |
| Charter School Advance Payment Request | | SDE | June 1 | |
| Advance Payment Request - Transportation | | SDE | June 15 | |
| Consolidated Federal and State Grant Application | If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE. | SDE | June 30 | Not applicable for schools not intending to have a Title I program |
| Budget | Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC. | SDE, PCSC | July 15 | |
| Updated 1 st Year Cash Flow | Update the 1 st 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 1 st 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 | |

Appendix D: Articles of Incorporation and Bylaws

ARTICLES OF INCORPORATION
OF
MONTICELLO MONTESSORI CHARTER SCHOOL, INC.

FILED EFFECTIVE

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SECRETARY OF STATE
STATE OF IDAHO

The undersigned, acting as the incorporator of a nonprofit corporation (a Corporation) organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 3, Idaho Code ("Act"), adopts the following Articles of Incorporation ("Articles").

ARTICLE I
NAME OF THE CORPORATION

The name of the Corporation is Monticello Montessori Charter School, Inc..

ARTICLE II
STATUS

The Corporation is a nonprofit corporation.

ARTICLE III
PERIOD OF DURATION

The period of duration of the Corporation is perpetual.

IDAHO SECRETARY OF STATE
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ARTICLE IV
REGISTERED OFFICE AND AGENT

The location of the Corporation is in the City of Idaho Falls, County of Bonneville, and in the State of Idaho. The address of the initial registered office is 2599 E. 97 N., Idaho Falls, Idaho, 83401, and the name of the initial registered agent at this address is David Meyer.

ARTICLE V
PURPOSES

The purposes for which the Corporation is organized and will be operated are as follows:

A. Own, operate and manage a charter school for the purpose of providing educational opportunities for children.

B. Charitable, religious, educational, or scientific within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended from time to time, including, for such

purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to accept donations of money, property, whether real or personal, or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

ARTICLE VI LIMITATIONS

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended from time to time.

ARTICLE VII NO MEMBERS

The corporation shall not have any members.

ARTICLE VIII BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws, which number shall be no less than three. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the Directors shall be elected by the existing Directors of the Corporation in the manner and for the term provided in the Bylaws of the Corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

| <u>NAME</u> | <u>ADDRESS</u> |
|----------------|--|
| David Meyer | 11347 Augusta Dr., Idaho Falls, ID 83404 |
| Drew Meyer | 2599 E. 97 N., Idaho Falls, ID 83401 |
| Amber Pitcher | 112 Teakwood, Pocatello, ID 83204 |
| Liz Killpack | 541 N. 500 E., Firth, ID 83236 |
| Lori Gentillon | 790 N. 450 E., Firth, ID 83236 |

ARTICLE IX
DISTRIBUTION ON DISSOLUTION

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purpose of the Corporation.

ARTICLE X
INCORPORATOR

The name and street address of the incorporator is Dale W. Storer at 1000 Riverwalk Drive, Suite 200, Idaho Falls, Idaho, 83402

ARTICLE XI
BYLAWS

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws.

DATED this 6th day of April, 2009.



Dale W. Storer

**BYLAWS
OF
MONTICELLO MONTESSORI CHARTER SCHOOL, INC.**

1. OFFICES.

1.1 Principal Office. The principal office of Monticello Montessori Charter School, Inc., an Idaho corporation (“Corporation”), shall be located at 4707 S. Sweetwater Way, Ammon, Idaho, 83404.

1.2 Registered Office. The registered office of the Corporation required by the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code (“Act”), to be maintained in the State of Idaho shall be located at 4707 S. Sweetwater Way, Ammon, Idaho, 83404, and may be changed from time to time by the Board of Directors.

2. BOARD OF DIRECTORS.

2.1 General Powers and Standard of Care. All corporate powers shall be exercised by or under the authority of, 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 in the Act or the Articles. If any such provision is made in the Articles, the powers and duties conferred or imposed upon the Board of Directors by the Act shall be exercised or performed to such extent by such person or persons as shall be provided in the Articles.

A Director shall perform such Director’s duties as a Director, including such Director’s duties as a member of any committee of the Board upon which such Director may serve, in good faith, in a manner such Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such Director’s duties, a Director shall be entitled or rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- (b) counsel, public accountants or other person as to matters that the Director reasonably believes to be within such person’s professional or expert competence; or
- (c) a committee of the Board upon which such Director does not serve, duly

designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence; but such Director shall not be considered to be acting in good faith if such Director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who performs such duties shall have no liability by reason of being or having been a Director of the Corporation.

2.2 Presumption of Assent. A Director of the Corporation who is present at a meeting of its Board of Directors at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the Secretary of the meeting before the adjournment thereof. Such right to dissent shall not apply to a Director who voted in favor of such action.

2.3 Election, Number and Term of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board. Such persons shall hold office until the first annual meeting of the Board of Directors and until their successors shall have been elected, qualified and ratified in the manner set forth in Section 2.4 hereof. After the initial year of operation, Directors will be elected to fill vacancies on the Board by a majority vote of the Board of Directors. The number of Directors serving on the Board of Directors shall be fixed by resolution of the Board of Directors. Each Director shall serve a term of two years.

2.3.1 Staggered Terms; Qualifications. At the time of election, the positions for which Directors are to be elected shall be divided into two (2) classes, each class to be as nearly equal in number as possible and Directors shall be elected accordingly by the existing Directors. The Directors elected to the first class shall hold office until the first annual meeting of the Board of Directors following the initial election of Directors and until their successors have been elected and qualified. The Directors elected to the second class shall hold office until the second annual meeting of the Board of Directors following the initial election of Directors and until their successors have been elected and qualified. At each annual meeting of the Board of Directors thereafter, the number of Directors equal to the number in the class whose term expires at the time of such meeting shall be elected to hold office until the second succeeding annual meeting of the Board of Directors. Each Director shall hold office until such Director's successor shall have been elected and qualified.

Each director shall be a resident of the State of Idaho at the time of his or her election or appointment. No Director shall be appointed to the Board, if his or her

appointment would result in having a majority of the members of the Board comprised of parents with one or more children currently enrolled in the Charter school.

2.3.2 Oath. Prior to and as a condition for the assumption of duties, an oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary, or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director shall take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, but in no event later than fifteen (15) days after the commencement of his/her term of office. Before any elected or appointed Director executes upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Monticello Montessori Public Charter School according to the best of my ability.

2.4 Ratification of Directors.

2.4.1 Ratification Process. Commencing upon the first annual meeting of the Board of Directors following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the election of all Directors elected at such meeting shall be subject to ratification and approval in the manner set forth below. The elections of subsequent members of the Board of Directors shall also be subject to ratification in the same manner.

2.4.2 Notice of Meeting. Within ten (10) days after the date of an annual meeting at which a member of the Board is elected, the incumbent Board of Director shall call a meeting of all parents having a child or children enrolled in any charter school operated by the Corporation, which meeting shall be held for the purpose of submitting such election to a ratification vote of such parents. Such meeting shall be called by giving notice to all parents having at least one child enrolled in such charter school on the date of such annual meeting. Such notice shall state the date, time and place of a meeting called for such purpose, which date shall be no earlier than seven (7) days following the date notice is given. Such notice shall also state that the purpose of the meeting is to ratify the election of all Directors of the Corporation elected at such annual meeting as provided in Section 2.3 above and shall include a list of the names of such Directors. Such notice shall be deemed to have been given

when deposited in the United States Mail, postage pre-paid, and addressed to at least one of the parents at the address given in conjunction with the enrollment of such child or children in the charter school or such other address as shall be delivered to the principal of the charter school or to the president or secretary of the Corporation. Notice shall also be deemed to have been given when emailed to the email address of at least one of the parents at the email address given in conjunction with the enrollment of such child or children in the Charter School or such other email address as shall be delivered to the principal of the Charter School or to the President or Secretary of the Corporation, provided a delivery confirmation is requested and received. Notice of such meeting may be waived in a writing signed by at least one parent who is entitled to vote at such ratification meeting, whether before or after the time slated for the commencement of the meeting. Notice shall also be deemed to be waived by the attendance of such parent or parents at such meeting.

2.4.2.1 Alternate Means for Ratifying Election of Board Members. Notwithstanding the provisions of section 2.4.2, the Board of Directors may adopt a resolution authorizing the ratification of newly elected Board Members at a meeting of parents convened immediately following the conclusion of the annual meeting of the Board of Directors. In such event, ratification shall occur in the same manner as set forth in section 2.4.2 and notice of such meeting shall also be given in the same manner as required by said section, except such notice shall be delivered not less than thirty (30) days prior to the date of the annual meeting and shall state the names of all candidates being considered for election at such meeting. In such event, once the notice has been sent to the parents, no other names or candidates shall be considered for election at such meeting, other than those listed in such notice.

2.4.3 Voting Qualification. The parent or parents of such child or children enrolled at the charter school as of the date of such meeting shall be entitled collectively to cast one vote for each director elected at the said annual meeting. In the event a guardian has been appointed for any child, then such guardian shall be entitled to cast one vote for each director so elected. The parents or guardians of such child or children may vote either in person or by a proxy signed by such parent or guardian and personally delivered to the president or secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. Such voting shall be by secret ballot and shall be supervised by the president or secretary of the Corporation. In the event the parents of any child or children cast conflicting votes, then such votes shall be invalid in their entirety.

2.4.4 Tabulation of Votes. Prior to the casting of the votes, the president or secretary of the corporation shall verify the identity of the parent, parents or guardian by requiring proof of identification in the form of a drivers licence or other

satisfactory identification deemed appropriate by the president or secretary. At the conclusion of the balloting, the president and secretary of the Corporation shall count the votes prior to the adjournment of the meeting.

2.4.5 Ratification Number. In the event any Director so elected shall receive at least fifty percent (50%) of the votes cast at such meeting, such Director shall be deemed to have been ratified by the parents or guardians. In such event, the elector whose election is so ratified shall then serve for a term set forth in Section 2.3 above. In the event any candidate for ratification shall receive less than fifty percent (50%) of the votes cast at such meeting, then such candidate's election shall be deemed to have failed such ratification. In such event, the president or secretary of the Corporation shall communicate the results of the vote to the Board of Directors and the Board of Directors shall, within ten (10) days thereafter, elect another candidate to serve as a director of the Corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, then the Board of Directors shall appoint yet another replacement candidate, whose election shall be deemed to be final, without further ratification vote.

2.5 Vacancies. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors though less than a quorum of the Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of such Director's predecessor in office. Any directorship to be filled by reason of an increase in the number of Directors may be filled by the Board of Directors for a term of office continuing only until the next regular election of Directors.

2.6 Removal of Directors. At a meeting of the Board of Directors called expressly for that purpose, any director may be removed with cause by a vote of a majority of the Directors then in office. Any Director may be removed at such a meeting without cause by a vote of two-thirds of the Directors then in office. For the purposes hereof, cause shall include, without limitation, any wilful breach of fiduciary duty or obligation owed to the Corporation, commission of a felony or a misdemeanor involving moral turpitude, wilful violation of any standard of ethics or conduct applicable to public officials, and wilful acceptance of any pecuniary benefit, directly or indirectly, arising from any contractual relationship with the Corporation.

2.7 Committees of Directors.

2.7.1 Membership. The Board of Directors may, by resolution adopted by a majority of the Directors, designate and appoint one or more Director committees, each of which shall consist of two or more Directors.

2.7.2 Authority. Director committees, to the extent provided in the resolution establishing the committee, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no Director committee shall have the authority of the Board of Directors in reference to (i) authorize distributions, (ii) approve assets, (iii) elect, appoint or remove directors or fill vacancies of the Board of Directors or on any of its committees, or (iv) adopt, amend or repeal the Articles or these Bylaws. The designation and appointment of any such Director committee and the delegation of authority to a Director committee shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon the Board of Directors, or any individual Director.

2.7.3 Standing Director Committees.

a. Nominating Committee. At least 15 days prior to each annual meeting of the Board of Directors of the Corporation, the President shall submit for ratification and vote by the Board the names of a least 3 Directors of the Corporation to serve as the Nominating Committee. The President shall not serve as a member of the Nominating Committee.

b. Other Standing Committees. Other Standing Committees may be constituted as determined from time to time by resolution of the Board of Directors of the Corporation.

2.7.4 Tenure. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until a successor is appointed unless (i) the committee is sooner terminated, (ii) such member is removed from the committee, or (iii) such member ceases to qualify as a member of the committee.

2.7.5 Chairperson. One member of each committee shall be appointed chairperson by the Board of Directors.

2.7.6 Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

2.7.7 Resignation. Any committee member may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary of the Corporation. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon receipt. Acceptance of the resignation shall not be necessary to make the resignation effective.

2.7.8 Removal. Any committee member may be removed by the person or persons authorized to appoint such member with or without cause.

2.7.9 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

2.8 Director's and Committee Meetings. Meetings of the Board of Directors, regular or special, or meetings of any committee designated hereby, may be held either within or without the State of Idaho.

2.8.1 Place of Meeting. The place of all meetings of the Directors shall be the principal office of the Corporation or at such other place as shall be determined from time to time by the Board; and the place at which such meetings are to be held shall be stated in the notice and call of the 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.

2.8.2 Annual Meeting. The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the first Thursday 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 be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter pursuant to these Bylaws.

2.8.3 Regular Meetings. Except as provided below, regular meetings of the Directors of the Corporation shall be held at such date, time and place as may be determined by resolution of the Board of Directors. No regular meeting shall be held during the months of July or December, provided nothing herein shall preclude the calling of a special meeting during such months.

2.8.4 Special Meetings. Special meetings may be called by the Chairman or by any two (2) Directors of the Board and may be held at any time.

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

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

2.8.7 Meeting Agendas. A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting, however, additional agenda items may be later added, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion and provided that the amendment is made in the manner stated in Idaho Code § 67-2343(4). The agenda for any Board meeting shall be prepared by Secretary of the Corporation. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda.

A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

2.8.8 Notice of Meeting. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors need not be given by mailing written or printed notice of the same but shall be posted at the principal office of the Corporation at all times.

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

2.8.9 Executive Sessions. "Executive session" means any meeting or

part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the presiding officer of the Directors of the Corporation must identify the authorization under Title 67, Chapter 23 of the Idaho Code for the holding of such executive session; 2) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

2.8.10 Consent Agenda. To expedite business at a Board meeting, the Board may allow use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda shall be removed and placed on the regular agenda upon request of any Director prior to the start of the meeting. The remaining items may be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

2.8.11 Meeting Conduct and Order of Business. General rules of parliamentary procedure shall be used for every Board and Committee meeting. *Robert's Rules of Order* may be used as a guide at any meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

2.8.12 Other Provisions of the Open Meeting Law. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

2.9 Meeting Minutes. The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions or orders proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation shall include a reference to the specific statutory subsection authorizing the executive session and

shall also provide sufficient detail to identify the purpose and topic of the executive session, but shall not contain information sufficient to compromise the purpose of retiring into executive session.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board. Minutes need not be read publicly, provided that the Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the corporate office and shall be available for public inspection within a reasonable period of time after the conclusion of a meeting.

2.10 Waiver of Notice. Whenever any notice is required to be given to any Director or committee member under the provisions of the Act, the Articles or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

2.11 Quorum and Voting Requirements. A majority of the number of Directors fixed by section 2.3 of these Bylaws shall constitute a quorum for the transaction of business at meetings of the Board of Directors. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. A majority of the number of committee members fixed and appointed by the Board of Directors or the President, 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 meeting at which a quorum is present shall be the act of the committee.

2.12 Action without a Meeting. Any action required by the Act to be taken at a meeting of the Board of Directors of the Corporation, or any action that may be taken at a meeting of the Directors or of a committee, may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by all of the Directors, or all of the members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote.

2.13 Compensation. Directors shall not be entitled to compensation for their services as directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending directors' meetings.

2.14 Director Conflicts of Interest. Any Director who has 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 and full disclosure of their interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts known to such a person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

No Director shall cast a vote on any matter which has a direct bearing on services to be provided by that Director, or any organization which such Director represents or which such Director has an ownership interest or is otherwise interested or affiliated, which would directly or indirectly financially benefit such Director. All such services will be fully disclosed or known to the Board members present at the meeting at which such contract shall be authorized.

2.15 Loans to Directors. The Corporation shall not lend money to or use its credit to assist its Directors or officers.

2.16 Liability of Directors for Wrongful Distribution of Assets. In addition to any other liabilities imposed by law upon the Directors of the Corporation, the Directors who vote for or assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when such distribution would render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations and liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of such assets which are thus distributed, to the extent that such debts, obligations and liabilities of the Corporation are not thereafter paid and discharged.

A Director shall not be liable under this section if, in the exercise of ordinary care, such Director relied and acted in good faith upon written financial statements of the Corporation represented to such Director to be correct by the President or by the officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of such accountants to reflect fairly the financial condition of the Corporation, nor shall such Director be so liable if, in the exercise of the ordinary care and good faith, in determining the amount available for such distribution, such Director considered the assets to be equal to their book value.

A Director shall not be liable under this section, if, in the exercise of ordinary care, such Director acted in good faith and in reliance upon the written opinion of an attorney for the Corporation.

A Director against whom a claim shall be asserted under this section and who shall be held liable thereon shall be entitled to contribution from persons who accepted or received such distribution knowing such distribution to have been made in violation of this section in proportion to the amounts received by them respectively.

3. OFFICERS.

3.1 Number. The officers of the Corporation shall consist of a President, Vice President, Secretary, and Treasurer, each of whom shall be elected by the Board of Directors and such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two (2) or more offices may be held by the same person except for the offices of President and Secretary.

3.2 Election and Term of Office. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon as practicable thereafter. Each officer shall hold office until a successor shall have been duly elected and shall have qualified, until such officer's death, or until such officer shall resign or shall have been removed in the manner hereinafter provided.

3.3 Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

3.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

3.5 President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation. The President shall, when present, preside at all meetings of the members of the Board of Directors. The President may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board of Directors has authorized to be executed, except in the cases where the signing and execution

thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The President shall co-sign all checks or other deposit account withdrawals in excess of five hundred dollars (\$500.00) and, in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

3.6 Vice President. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President and shall perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board of Directors.

3.7 Secretary. The Secretary shall attend all meetings of the Board of Directors and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all documents executed on behalf of the Corporation, pursuant to due authorization by the Board of Directors. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or the Board of Directors.

3.8 Treasurer. The Treasurer shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer shall sign all checks and promissory notes of the Corporation and shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article 5 of these Bylaws. The Treasurer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer shall submit to the Board of Directors and the President, when required, statements of the financial affairs of the Corporation. The Treasurer shall in general perform all of the financial duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of the Treasurer's duties in such sum and with such surety or sureties as the Board of Directors shall determine.

3.9 Salaries. The salaries of the officers, if any, shall be fixed from time to time by the Board of Directors. All compensation paid to an officer shall be reasonable and will be based on the following factors: (1) the amount and type of compensation received by others in similar positions, (2) the compensation levels paid in our particular geographic community, (3) the amount of time the individual is spending in their position, (4) the expertise and other pertinent background of the individual, (5) the size and complexity of the organization, and (6) the need of the organization for the services of the particular individual.

3.10 Officer Conflict of Interest. Officers of the Corporation shall comply with all standards of ethics or conduct applicable to public officials, including but not limited to the Idaho Ethics in Government Act.

4. CHARTER SCHOOL POLICY.

4.1 Adoption and Amendment of Policies. The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the superintendent for detailed study as needed prior to Board action on the proposal. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

a. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.

b. The final vote for adoption shall take place no earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal

action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

4.2 Administration in Absence of Policy. In cases where action must be taken before the next board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent shall have the power to act. The Superintendent's decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

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

4.4 Policy Manuals. The Superintendent shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to any employee or member of the public shall remain the property of the Charter School and shall be subject to recall at any time.

4.5 Administrative Procedures. The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed, the Superintendent shall deliver a copy to the Board prior to implementing such procedure. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent may request prior Board approval.

5. MISCELLANEOUS.

5.1 Indemnification of Officers, Directors, Employees and Agents. The Corporation may indemnify Directors, officers, employees and agents of the Corporation to the extent permitted by, and in accordance with, the Act. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of another Corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability.

5.2 Books and Records. At its registered office or principal place of business, the Corporation shall keep: (i) correct and complete books and records of account; (ii) minutes of the proceedings of its members and Board of Directors; and (iii) a record of the names and addresses of all Members. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

5.3 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

5.4 Contracts. The Board of Directors may authorize any officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

5.5 Checks, Drafts and Evidences of Indebtedness. All checks, drafts, or other orders for payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation as provided in these Bylaws or in such manner as shall from time to time be determined by the Board of Directors.

5.6 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

5.7 Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

5.8 Annual Financial Statements. The officers of the Corporation shall cause a balance sheet as of the closing date of the last fiscal year, together with a statement of income and expenditures for the year ending on the date, to be prepared and presented to the Directors at each annual meeting of the Board of Directors.

5.9 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June of the following year, except that the first fiscal year shall begin on the date of incorporation.

5.10 Regulation of Internal Affairs. The internal affairs of the Corporation shall be regulated as set forth in these Bylaws to the extent that these Bylaws are lawful under the Act. With respect to any matter not covered in these Bylaws, the provisions of the Act shall be controlling so long as such provisions of the Act are not inconsistent with the lawful provisions of these Bylaws.

5.11 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors of the Corporation at any regular or special meeting.

The undersigned, being Secretary of the Corporation, does hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation by unanimous consent of the Directors of the Corporation on the 22 day of March, 2012 .


Chairperson

Appendix E: Board Roster

Monticello Montessori Charter School
 April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|-----------------------|------------|-------------------------|--|--------------|
| Mike O’Bleness | Chair | 06/13 – 06/15 | mike@monticellomontessori.com | 208-524-3451 |
| Mikki Scott | Vice Chair | 06/13 – 06/15 | mikki@monticellomontessori.com | 208-680-9444 |
| Mitzi Jacobs | Treasurer | 06/13 – 06/15 | mitzi@monticellomontessori.com | 208-206-4005 |
| Janece Moore | Secretary | 06/13 – 06/15 | Janice@monticellomontessori.com | 208-206-1585 |
| Alexander Stanculescu | Member | 02/14 – 02/16 | alex@monticellomontessori.com | 208-709-3218 |
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Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Monticello Montessori Charter School Year Opened: 2009 Operating Term: 4/17/14 - 6/30/18 Date Executed: 4/17/2014

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

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 must 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? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System | Result (Stars) | Points Possible | | | | Points Earned |
| | | 5 | 25 | | | | |
| | | 4 | 20 | | | | |
| | | 3 | 15 | | | | |
| | | 2 | 0 | | | | |
| | | 1 | 0 | | | | 0.00 |
| Notes | | | | | | | |
| INDICATOR 2: STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| Measure 1b State Designations | Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school. | Result | Points Possible | | | | Points Earned |
| | | Reward | 25 | | | | |
| | | None | 15 | | | | |
| | | Focus | 0 | | | | |
| | | Priority | 0 | | | | |
| | | | | | 0.00 | | |
| Notes | | | | | | | |
| Measure 2a ISAT / SBA % Proficiency Reading | Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| Notes | | | | | | | |
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| | | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| Notes | | | | | | | 0.00 |
| <hr/> | | | | | | | |
| 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. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| Notes | | | | | | | 0.00 |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | 0.00 | | | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4c Graduation Rate Notes | 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 |

| MISSION-SPECIFIC GOALS | | | |
|------------------------|--|---------------|------------------------|
| Measure 1 | Is the school ensuring that its general education students acquire mathematics skills? | Result | Points Possible |
| | Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. | | 100 |
| | Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. | | 80 |
| | Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. | | 40 |
| | Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Math assessment. | | 0 |
| | | | <u>0.00</u> |
| Notes | The school will report data to the PCSC no later than October 1 of the following school year. | | |
| Measure 2 | Is the school ensuring that its general education students acquire reading skills? | Result | Points Possible |
| | Exceeds Standard: 85% - 100% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. | | 100 |
| | Meets Standard: 60% - 84% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. | | 80 |
| | Does Not Meet Standard: 40% - 59% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. | | 40 |
| | Falls Far Below Standard: Less than 40% of 3rd through 6th grade general education students either showed at least 8 months of growth between September and May or were above grade level on the STAR Reading assessment. | | 0 |
| | | | <u>0.00</u> |
| Notes | The school will report data to the PCSC no later than October 1 of the following school year. | | |

| | | Result | Points Possible | Points Earned |
|------------------|--|--------|-----------------|---------------|
| Measure 3 | Is the school ensuring that its special education students acquire mathematics skills? | | | |
| | Exceeds Standard: 85% - 100% of 3rd through 6th special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment. | | 100 | |
| | Meets Standard: 60%-84% of 3rd through 6th special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment. | | 80 | |
| | Does Not Meet Standard: 40%-59% of 3rd through 6th special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment. | | 40 | |
| | Falls Far Below Standard: Less than 40% of 3rd through 6th special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Math assessment. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year. | | | |
| Measure 4 | Is the school ensuring that its special education students acquire reading skills? | | | |
| | Exceeds Standard: 85% - 100% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment. | | 100 | |
| | Meets Standard: 60%-84% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment. | | 80 | |
| | Does Not Meet Standard: 40%-59% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment. | | 40 | |
| | Falls Far Below Standard: Less than 40% of 3rd through 6th grade special education students either showed at least 5 months of growth between September and May or were at or above grade level on the STAR Reading assessment. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | For the purposes of this measure, a student will be considered a special education student if he/she has an active IEP. The school will report data to the PCSC no later than October 1 of the following school year. | | | |

| | | Result | Points Possible | Points Earned |
|------------------|---|--------|-----------------|---------------|
| Measure 5 | Is the school fostering "normalization" in its students? | | | |
| | Exceeds Standard: 80% - 100% of students who have been enrolled for at least one, full academic year achieved normalization by January 31. | | 100 | |
| | Meets Standard: 60% - 79% of students who have been enrolled for at least one, full academic year achieved normalization by January 31. | | 80 | |
| | Does Not Meet Standard: 50% - 59% of students who have been enrolled for at least one, full academic year achieved normalization by January 31. | | 40 | |
| | Falls Far Below Standard: Less than 50% of students who have been enrolled for at least one, full academic year achieved normalization by January 31. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | "Normalization" is a Montessori concept demonstrated by a student's love of work of activity, concentration on activity, self-discipline, and sociability or joyful work. Normalization will be quantified by the number of "works" that each student individually accomplishes during the morning work time. A student who has achieved normalization will have at least 7 weeks during the semester where he/she independently accomplishes at least 4 works during at least 75% of morning work periods per week. A work week for a student will be considered one where he / she attends at least 4 days of class. Teachers and aides will record and sign off on each student's works completed daily. The school will report data to the PCSC no later than October 1 of the following school year. | | | |
| Measure 6 | Is the school ensuring that its young students acquire early reading skills? | | | |
| | Exceeds Standard: 85% - 100% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI. | | 100 | |
| | Meets Standard: 70% - 84% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI. | | 80 | |
| | Does Not Meet Standard: 55% - 69% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI. | | 40 | |
| | Falls Far Below Standard: Less than 55% of 3rd grade general education students scored either a 2 or a 3 on the Spring IRI. | | 0 | |
| | | | | <u>0.00</u> |
| Notes | The school will report data to the PCSC no later than October 1 of the following school 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? | | 25 | |
| | <p>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.</p> <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 15 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| 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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. | | 25 | |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |
| 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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| | 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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 | |
| Notes | | | | 0.00 |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| | | 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 | | | <hr/> 0.00 | |
| <hr/> | | | | |
| 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 | | | <hr/> 0.00 | |
| <hr/> | | | | |
| 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 | | | <hr/> 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 occupancy 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 |
| 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 |
| 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? | | 25 | |
| | <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| Notes | | | | <hr/> 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | |
|---|---|-----------------------------|--|
| <p>Measure 1a Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <p style="text-align: right;"><u>0.00</u></p> | <p>Points Earned</p> | |
| <p>Measure 1b Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>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.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <p style="text-align: right;"><u>0.00</u></p> | <p>Points Earned</p> | |
| <p>Measure 1c Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <p style="text-align: right;"><u>0.00</u></p> | <p>Points Earned</p> | |
| <p>Measure 1d Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p> | <p>Result</p> <p>Points Possible</p> <p>50</p> <p>0</p> <p style="text-align: right;"><u>0.00</u></p> | <p>Points Earned</p> | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--------|-----------------|---------------|--|----|--|--|----|--|--|----|------|--|---|------|--|--|------|
| <p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p> | <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 10 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2b Debt to Asset Ratio</p> | <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 30 | | | 0 | | | | 0.00 | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2c Cash Flow</p> | <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 0 | | | 50 | | | 30 | | | 0 | | | | 0.00 |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 30 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2d Debt Service Coverage Ratio</p> | <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | | 50 | | | 0 | | | | 0.00 | | | | | | |
| Result | Points Possible | Points Earned | | | | | | | | | | | | | | | | | | |
| | 50 | | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | | |
| | | 0.00 | | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | | | |

MONTICELLO MONTESSORI 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 | 60% | | 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 |
|--|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| General Education Math (3-6) | 1 | 100 | 7% | 0.00 | | | |
| General Education Reading (3-6) | 2 | 100 | 7% | 0.00 | | | |
| Special Education Math (3-6) | 3 | 100 | 7% | 0.00 | | | |
| Special Education Reading (3-6) | 4 | 100 | 7% | 0.00 | | | |
| Normalization (K-6) | 5 | 100 | 7% | 0.00 | | | |
| Early Reading (3) | 6 | 100 | 7% | 0.00 | | | |
| Total Possible Mission-Specific Points | | 600 | 40% | | 700 | 40% | |
| Total Mission-Specific Points Received | | | | 0.00 | | | 0.00 |
| % of Possible Mission-Specific Points Received | | | | 0.00% | | | 0.00% |
| TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | 1500 | | | 1750 | | |
| TOTAL POINTS RECEIVED | | | | 0.00 | | | 0.00 |
| % OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS | | | | 0.00% | | | 0.00% |

| OPERATIONAL | Measure | Points Possible | % of Total Points | Points Earned |
|---|---------|-----------------|-------------------|---------------|
| Educational Program | 1a | 25 | 6% | 0.00 |
| | 1b | 25 | 6% | 0.00 |
| | 1c | 25 | 6% | 0.00 |
| | 1d | 25 | 6% | 0.00 |
| Financial Management & Oversight | 2a | 25 | 6% | 0.00 |
| | 2b | 25 | 6% | 0.00 |
| Governance & Reporting | 3a | 25 | 6% | 0.00 |
| | 3b | 25 | 6% | 0.00 |
| Students & Employees | 4a | 25 | 6% | 0.00 |
| | 4b | 25 | 6% | 0.00 |
| | 4c | 25 | 6% | 0.00 |
| | 4d | 25 | 6% | 0.00 |
| School Environment | 5a | 25 | 6% | 0.00 |
| | 5b | 25 | 6% | 0.00 |
| | 5c | 25 | 6% | 0.00 |
| Additional Obligations | 6a | 25 | 6% | 0.00 |
| TOTAL OPERATIONAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE OPERATIONAL POINTS | | | | 0.00% |

| FINANCIAL | Measure | Points Possible | % of Total Points | Points Earned |
|---------------------------------------|---------|-----------------|-------------------|---------------|
| Near-Term Measures | 1a | 50 | 13% | 0.00 |
| | 1b | 50 | 13% | 0.00 |
| | 1c | 50 | 13% | 0.00 |
| | 1d | 50 | 13% | 0.00 |
| Sustainability Measures | 2a | 50 | 13% | 0.00 |
| | 2b | 50 | 13% | 0.00 |
| | 2c | 50 | 13% | 0.00 |
| | 2d | 50 | 13% | 0.00 |
| TOTAL FINANCIAL POINTS | | 400 | 100% | 0.00 |
| % OF POSSIBLE FINANCIAL POINTS | | | | 0.00% |

MONTICELLO MONTESSORI CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% of points possible | | 90% - 100% of points possible | | 85% - 100% of points possible | |
| <p>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.</p> | 55% - 74% of points possible | | 80% - 89% of points possible | | 65% - 84% of points possible | |
| <p>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.</p> | 31% - 54% of points possible | | 61% - 79% of points possible | | 46% - 64% of points possible | |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 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

A. Submission of Meeting Materials (Adopted June 13, 2013)

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.

B. New Charter Petitions (Adopted February 13, 2014)

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. 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. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon 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.
- 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.

3. Petition Evaluation Process (continued)

- 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.
- 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 (Adopted February 13, 2014)

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 be 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. 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.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter 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.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- 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.

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

Monticello Montessori School
April 17, 2014

Monticello Montessori School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol



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.

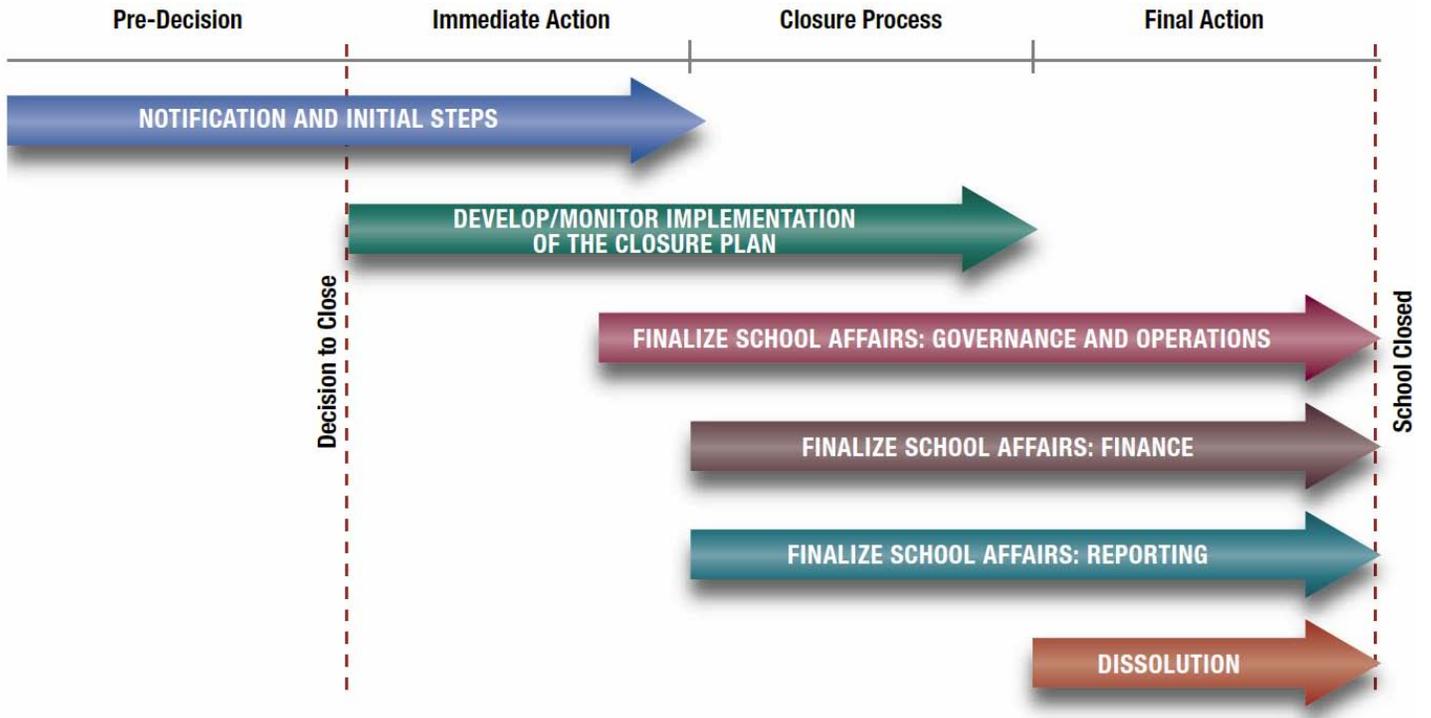
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 | | | |

| | | | | |
|--|-------------------------|--|--|--|
| <p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. | <p>School, PCSC</p> | | | |
|--|-------------------------|--|--|--|

Develop/Monitor Implementation of the Closure Plan

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and White Pine Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 5, 2007, the Authorizer approved a petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2003; 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 2003. 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 **April 17, 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: **White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.**
- B. Grades Served.** The School may serve students in **kindergarten through grade eight.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.

- Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

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 702 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

| Grade Level | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th |
|--------------------------|----|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Students per Classroom | 23 | 23 | 24 | 25 | 25 | 26 | 28 | 30 | 30 |
| Number of Classrooms | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Total Students Per Grade | 69 | 69 | 72 | 75 | 75 | 78 | 84 | 90 | 90 |

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. 2959 John Adams Parkway, Ammon, ID 83406. 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: Bonneville Joint School District 93 and Idaho Falls School District 91.

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **April 17 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **White Pine 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

White Pine Charter School
April 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter



WHITE PINE
CHARTER SCHOOL

YOUR **FIVE STAR** School of Choice in Eastern Idaho

◆ 2959 East John Adams Parkway Ammon, ID 83406 ◆ (208) 522-4432

White Pine Charter School

Available to all Idaho students with a primary attendance area consisting of Idaho Falls School District #91 and Bonneville School District #93

Transferred to authorization under the PCSC - April 5, 2007

Current Charter approved by the PCSC - April 11, 2013

Main Office

2959 John Adams Parkway

Ammon, ID 83406

Contact:

Jeremy Clarke

2959 John Adams Parkway

Ammon, ID 83406

208-522-4432

clarkeje@wpcscougars.org

TAB 1

MISSION STATEMENT

White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.

VISION STATEMENTS

White Pine Charter School Vision is:

- To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

TAB 2

CHARTER INFORMATION

Operation

White Pine Charter School (WPCS) emphasizes student achievement and promotes high academic standards while serving as a school of choice. It offers team-teaching, extended school day, foreign language, uniforms and a specific knowledge-based curriculum to its students.

Today, White Pine Charter School serves Kindergarten through the 8th grade. In 2006, a permanent school facility was built at 2959 E John Adams Parkway in Ammon, Idaho offering 18 classrooms, a kitchen, library, commons area, office and gym. To meet financial obligations and address fluctuations in economic conditions, the Board of Directors will annually on or before April 30th hold a public meeting. The meeting will be held upon the completion of school re-enrollment and the public lottery to determine class size for the middle school and elementary classes. The enrollment capacity of WPCS is set at 500 students. Classroom sizes may fluctuate in the following manner:

1. A decrease in the Middle School population will increase the number of students enrolled in the elementary classes.
2. Increase in the Middle School will decrease the number of students enrolled in the elementary classes.
3. Vacant Middle school positions may be filled by enrolling students from other grade level waiting lists. Standard Classroom sizes will be as follows:
 - o No single Kindergarten classroom shall exceed twenty-three (23) students
 - o Standard level of the first grade classroom is twenty-three (23) students
 - o Standard level of the second grade class is twenty-four (24) students
 - o Standard level of the third grade class is twenty-five (25) students
 - o Standard level of the fourth grade class is twenty-five (25) students
 - o Standard level of the fifth grade class is twenty- six (26) students
 - o Standard level of the sixth grade class is twenty-eight (28) students
 - o Standard level of the seventh grade class is thirty (30) students
 - o Standard level of the eighth grade class is thirty (30) students
- Any classroom standard that is exceeded by (2) additional students may be provided an aide at the teacher's request for up to 1 hour per day.
- No single classroom in grades 1-8 shall exceed the standard as stated above by more than two (2) students.

White Pine Charter School will offer a half-day kindergarten program. Annually during the budgeting process and prior to the lottery, a financial feasibility study will be performed to determine the financial viability of a full-day kindergarten program. Based on the study, the Board of Directors has the option of offering a full day kindergarten program.

Potential Effects

The potential effect of the White Pine Charter School is to provide the content rich curriculum of Core Knowledge in a small classroom setting. The curriculum is rigorous and broad in that it includes not only the core subjects of reading, writing and math but a sequential learning program in science and social studies. Teachers at the school are committed to high academic standards. The school is committed to develop students who are competent, confident, productive, and responsible young adults who possess the academic achievement, habits, skills, and attitudes to succeed in high school and be offered a post-secondary education and satisfying employment. This mission seeks to develop an educated citizenry through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. The dress code provides an environment where social economic differences become obscured. A written and signed disciplinary policy allows students to learn in a safe environment. Technology, physical education, art, music and a foreign language are offered to enrich the educational program at WPCS.

Community Support

1. White Pine Charter School is an existing public charter school with over 400 enrolled students.
2. When the charter was approved, WPCS exceeded the required number of 30 petitions required to start a public charter school.

White Pine Charter School is organized and managed under the Idaho nonprofit corporation act. The Board of Directors of a public charter school are deemed public agents authorized by a ACE (Authorizing Charter Entity). The Board of Directors of White Pine Charter School will comply with code section 33-5204.

TAB 3

**DESCRIPTION OF WHITE PINE CHARTER SCHOOL'S
EDUCATIONAL PROGRAM AND GOALS**

White Pine Charter School plans to create an educational setting that is optimal to prepare our children for the future work place. The future work place requires in-depth knowledge of technologies, environmental understanding, and foreign language. In addition to these skills, our children also need to learn teamwork, cooperation, and problem solving.

White Pine Charter School will differ from existing district programs in its:

- a. Extended academic day
- b. Study of a second language
- c. Required Homework
- d. Written and signed disciplinary policy
- e. Required dress code

To assure a differentiated academic program a team approach, allowing teachers to teach from their strengths, may be used. Teachers from the 1st through 8th grades may specialize in subject areas. This allows the teachers to focus on teaching as well as exposing students to different teaching personalities. Time will be scheduled to provide teachers with time to collaborate and participate in professional development to assure team success.

The surrounding area of Idaho Falls will provide the school with strong support. There will be numerous opportunities for community involvement in the school, increasing opportunities for field learning, service projects, and internships. In this setting, the school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

The curriculum of White Pine Charter School will contain both traditional academic subjects and an additional language that make the Charter unique. The Idaho State Department of Education's standards serve as benchmarks. The Core Knowledge curriculum areas include reading, writing, math, science, and social studies. They are enhanced with a foreign language, art, music, health and physical education.

White Pine Charter School's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, educational environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

White Pine Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The receiving teacher will have intimate knowledge of curriculum and the strengths and weakness of the students. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

The educational program of White Pine Charter School is described by the Thoroughness Standards (Idaho Code 33-1612)

White Pine 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 employee and student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes respect for everyone.

Objectives: White Pine Charter School will:

- Provide a written disciplinary policy to every student, parent, faculty and staff member. The above mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
- Develop a staff/student handbook to provide rules and 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 satisfy all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

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: White Pine Charter School will:

- Provide a written disciplinary policy to every student, parent, faculty and staff member. The above mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: White Pine Charter School will:

- Provide a written disciplinary policy to every student, parent, faculty and staff member. The above mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
- 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: White Pine Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology supported environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations and post-secondary degrees. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

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

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

Objectives: White Pine Charter School will:

- Use the Idaho State Department of Education Standards
- Enhance curriculum by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including the Core Knowledge Curriculum; teaching of math through direct instruction, math manipulative, timed tests, and hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the manmade and the natural environment.
- Field trips and career development opportunities will be used, as needed.

Standard f. The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using technological learning tools, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: White Pine Charter School will:

- Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Lead 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.

Objectives: White Pine Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: White Pine Charter School will:

- Provide on-going opportunities of community service.
- Encourage students to develop habits of responsible citizenship

White Pine Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will incorporate memorization and dramatization of classic poetry, quotations and other literary materials noted in the Core Knowledge Curriculum.

Multiple learning opportunities are afforded the White Pine 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.

White Pine Charter School's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged.

In keeping with White Pine 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 staff at White Pine Charter School will model essential traits of good character and will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives. The learning program supports White Pine Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-statement, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as White Pine Charter School learns and grows. White Pine 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 an academic improvement plan.

A. Instructional Methods

White Pine 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. White Pine 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 Core Knowledge Sequence presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The Charter School plans to add innovative learning tools to increase the efficiency of this method and to provide the opportunity for drills, which are sometimes necessary.
- 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 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 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.

B. Curriculum

It is the intent of White Pine Charter School to remain aligned with the Common Core State Standards or other educational content standards adopted by the Idaho State Board of Education. The Core Knowledge curriculum will be mapped and a written outline will be completed establishing compliance with the Idaho Standards.

White Pine Charter School curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be 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—reading, writing, math, science, history and social studies-- are strongly emphasized. They are enhanced with a second language, music, art, health, and physical education.

Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The Core Knowledge curriculum will be 50% of the language arts program.

Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics. Kindergarten through Grade 8 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for 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. Kindergarten through Grade 8 will follow the Core Knowledge Curriculum and align with the Idaho State Achievement Standards. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Environmental Education and Community Service. There will be a strong emphasis on community service in Grades 6 through 8 as students apply their understanding of and their contributions to the world around them. Learners will participate in hands-on projects intended to form an awareness of the ever changing diversity of our 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. White Pine Charter School will provide our learners with technology skills that prepare them for future employment.

C. 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.

It is the intent of ~~the~~ White Pine Charter School to remain aligned with the exiting standards of the Idaho State Department of Education as they are adopted.

D. Alignment of Curriculum and Textbooks

Curriculum alignment will be evaluated on an ongoing basis. The evaluation will be the responsibility of the Administrator and approved by the Board of Directors. On a yearly rotational basis, by curriculum, textbooks will be selected and chosen. Testing will acknowledge performance that the curriculum content and requirements have met the Common Core State Standards and/or other standards adopted by the Idaho State Board of Education.

A student that fails to meet the school standards and goals will be put on an academic improvement plan designed by the teacher and parent. The plan will be continually monitored for accountability by teacher, parent and student. The plan may include, but not be limited to, additional homework, adaptive curriculum procedures in the classroom, tutoring, and testing for specific learning problems.

DESCRIPTION OF AN “EDUCATED PERSON”
AND HOW LEARNING BEST OCCURS

Change will be a core characteristic of the 21st century. The future workforce will change jobs an average of eight times during their working lives and as knowledge continues to increase; information management, technology, and communication will become tools for success. Systems Theory reverses the historical tendency to view reality as a set of divided and static components in favor of dynamic and interconnected subsystems that are embedded within one another. Successful workers, therefore, will need to acquire systems thinking and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn, and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, they will be required to have some education or retraining at an institution of higher learning.

White Pine Charter School will enhance the learning skills and academic building blocks that foster high achievement in academic and behavioral standards to encourage self-motivation and lifelong learning. Through use of the Core Knowledge Sequence for teaching language arts, and other innovative teaching methods and a written/contractual method of discipline, the school will work to ensure that each student reaches his or her capacity as a learner and retains the joy of accomplishment necessary to continue learning.

Core Philosophy

The philosophy of the White Pine Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning White Pine Charter School’s philosophy is that learning occurs when:

- students are taught to be life-long learners
- students construct meaning
- students see the connection between what they learn and the real world
- students are actively engaged in purposeful tasks
- activities are integrated and meaningful
- students are allowed differentiated learning opportunities
- students are encouraged to explore and master learning skills
- students work individually and as members of a group
- students are encourage to apply their personal interest in classroom assignments
- students are expected and encouraged to learn
- students and faculty have time built into the schedule for consistent and continual collaboration on class assignments and educational program
- students dress to focus on the school objectives
- students are given assignments to seek understanding of others beliefs, opinions and cultures
- all students have advanced learning opportunities; and
- Students see themselves as part of the community and find ways to serve the community.

Students, parents, and teachers are committed to a safe learning environment where students can optimize their educational experience. White Pine Charter School creates a safe learning environment utilizing a small classroom size not to exceed 24 students, a written and signed disciplinary policy and character education.

White Pine Charter School believes that a solid foundation of learning is established in K-8 and from this foundation students can successfully expand their interests and knowledge into the high school years.

EDUCATION SERVICES

Students with disabilities who attend White Pine Charter School and their parents have all of the rights under the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) as students who attend other public schools. White Pine School will not discriminate against any student on any basis prohibited by federal law.

White Pine Charter School will participate in all monitoring activities conducted by the State Department of Education. White Pine Charter School staff, administrator, and Board of Directors will apply policies and procedures contained in the Idaho Special Education Manual and establish practices and procedures for Special Education.

The White Pine Charter School (WPCS) will provide all special education services to students with disabilities who are enrolled in the school. If White Pine School is unable to provide the required services for a student they will contract with an outside agency to provide such services, i.e.: speech, occupational therapy, and psychological testing.

WPCS Responsibilities – The WPCS will adopt policies and procedures for the provision of special education services to students with disabilities,. WPCS will employ and supervise appropriately certificated personnel to implement student IEPs. Personnel will participate in any training opportunities provided by the state regarding IDEA policies and procedures. In the case of an LEA, as all Commission-authorized charter school, federal funds flow directly to the charter LEA, not through the district.

White Pine Charter School will provide all special education services to eligible students enrolled and agrees to the following provisions required by the District-adopted Idaho Special Education Manual:

- a. *Nondiscriminatory enrollment procedures.* White Pine Charter School will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities are required to follow the admission procedures as outlined in tab 7 of the charter petition.
- b. *Child Find activities and evaluations.* White Pine Charter School may partner with Bonneville Joint School District No. 93 Child Find activities and evaluations.
- c. *Develop, review and revise IEPs.* Charter School personnel will participate in the testing, review and revision of any IEPs. Such review and revision will be in accordance with adopted procedures described in the Idaho Special Education Manual.
- d. *Provide special education and related services identified on student IEPs using qualified personnel.* WPCS will provide special education and related services identified on enrolled student IEPs using qualified personnel. If White Pine personnel are not qualified or unable to deliver the specific required services White Pine will contract with a qualified provider.
- e. *Meet LRE requirements.* Based on the needs of the student as defined in the IEP either the White Pine Charter School special education teacher or contracted independent agency will provide special education and related services in the Least Restrictive Environment. . In many cases, the LRE will be specified as White Pine Charter School. In other cases, the LRE might be an alternative site, depending on the needs of each student.
- f. *Implement IDEA discipline procedures.* The discipline procedures adopted and defined by White Pine's Board Policy and the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities attending White Pine Charter School. These adopted policies and procedures referred to as the Code of Conduct will comply with the requirements of IDEA.

g. *Protect student and parent rights.* All protection of rights for both students and parents will be extended to eligible White Pine Charter School students and parents.

h. *Provide a professional development plan.* Based on the needs of the student population, White Pine Charter School will hire Special Education Faculty and staff. White Pine Charter School faculty and staff will attend state training and activities that are s designed to meet the needs of students with disabilities who attend the Charter School.

i. *A plan for ensuring access.* In compliance with the Americans with Disabilities Act (ADA), White Pine Charter School ensures that its new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. The Charter School ensures that the new construction planned for the facility will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

j. *A Transportation plan.* White Pine will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Transportation will be provided for special education only when indicated in the IEP.

k. *In the event of a formal complaint is made.* White Pine Charter School will notify the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a White Pine Charter School student.

Services for Gifted and Talented Students

Students having been identified through established school policies and current research-based procedures as being gifted and or talented in intellectual, specific academic, leadership, creativity, and/or visual/performing arts areas will be afforded increased learning and enrichment opportunities at White Pine Charter School. Such opportunities will include classroom differentiation strategies and any additional programs the Board of Directors, Administrator, and staff determine necessary to promote and lead students in the development of their “demonstrate or potential abilities that give evidence of their high-performing capabilities.”

Services for Limited English Proficient Students

A limited English proficient student is defined as an individual who has a native langue other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

The No Child Left Behind Act of 2001, title III: Language Instruction for limited English Proficient and Immigrant Students details the requirements for LEP programs and the way in which LEP students are to be instructed. Nothing under NCLB supersedes the Office of Civil Rights (OCR) regulations for instructing English language learners. The Idaho Consent Decree also details protocol for serving LEP students within Idaho.

White Pine Charter School will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in enrollment lottery procedures.

When White Pine Charter School enrolls LEP students they will assess the students for their level of language proficiency and place them in a program if services are needed.

White Pine Charter School must meet the requirements of NCLB, including but not limited to the following:

- * Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
- * Development of a LEP plan for meeting needs of LEP students
- * Submission of an annual LEP plan update to the state LEP program
- * Provision of notifications to parents, translated to the extent practicable
- * Provision of parental outreach opportunities
- * Provision of continuous program monitoring
- * Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
- * Provision of annual reports to the LEP program at the State Board of Education

Essential Educational Components of an LEP Program

White Pine Charter School's second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.

White Pine Charter School will instruct all LEPs students in all content areas in a manner that will be comprehensible. Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

Reporting Requirements

White Pine Charter School will collect LEP data annually for submission to the State LEP Program. This data emphasizes the requirements outlined in Title III of NCLB and includes, but is not limited to, the following:

- * Total number of students assessed as LEP with a language placement test
- * Total number of LEP students served
- * Progress in the English language made by students enrolled in the program
- * Progress in the academic content area made by students enrolled in the program
- * Types of language instruction educational programs implemented within the school
- * Total number of certified or licensed teachers working with language instruction educational programs. Number of paraprofessionals serving LEP students in a language development program
- * Number of students exited from the program each year and
- * Proposed changes, if any, for the subsequent year.

Accountability for Serving LEP Students

The State LEP Program uses a variety of methods to verify that LEAs are making every effort to develop and implement programs that will ensure access to an equitable education for all LEP students and meet requirements. White Pine Charter School will participate in the following types of data collection and monitoring devices:

- * School LEP Plan and annual updates
- * Educational Learning Plan for Limited English Proficient Students that are given classroom accommodations
- * On-site visits
- * LEP Program reviews

Language Proficiency Assessments

White Pine Charter School will administer the Idaho English Language Assessment to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEAs to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Board of Education and is used to determine placement into an LEP Program.

School and State Coordination

The administrator of White Pine Charter School will be the designated LEP director to coordinate the LEP Program with the State Board of Education.

TAB 4

MEASURABLE STUDENT EDUCATION STANDARDS

White Pine Charter School will have high expectations for student achievement on the ISAT (to be replaced with the SBAC in 2014-15), IELA, and NAEP. Additional assessments will also give parents and the school a broad perspective on students' abilities and personal academic habits. Performance will be assessed relative to state standards. Student growth, measured relative to previous performance, will be an important component for measuring success. Specific goals for White Pine Charter School students will be measured using the following expectations:

1. White Pine Charter School will achieve and maintain a 4-star rating.
2. 88% of continuously enrolled students will be proficient in reading on the state standardized test.
3. 86% of continuously enrolled students will be proficient in math on the state standardized test.
4. 80% of continuously enrolled students will be proficient in language arts on the state standardized test.
5. 84% of continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentiles in math, reading and language arts.

White Pine Charter School defines a continuously enrolled student as one with 90% attendance during the school year in which the standardized test is completed.

White Pine Charter School's education plan was developed with an emphasis placed on a broad well-rounded curriculum. Our CORE Knowledge curriculum requires teachers instruct students in all areas; we believe that students should be proficient in math and reading, but the effort to reach this goal should not be at the expense of social studies, the arts, and all areas of science. The content of these subjects builds strong background knowledge for students to draw upon as they further their education.

Based on the type of test (national, state or local), student assessment data will be reported annually to the parents, WPCS Board of Directors, and the Idaho Public Charter School Commission. The information will consist of:

1. A comparison of annual results with baseline scores and longitudinal data including but not limited to state tests;
2. Grade-level and school composite scores;
3. A graph of annual results showing year-to-year change;
4. A graph of school scores relative to district and state scores; and
5. Disaggregated analysis to identify areas for improvement.

The annual report of student progress will be made to the parents, and WPCS Board of Directors, no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state and charter.

White Pine will also provide an opportunity for students to self assess their own effort and learning. Students, beginning in kindergarten, will be asked to evaluate their own work; they will develop skills at determining their own strengths and weaknesses. They will understand their own accomplishments and be able to set personal learning goals. Their self-assessment and goal setting will be shared with parents twice a year during conferences. When students become the center of the learning they become actively engaged in the entire process and progress is accelerated.

STUDENT EDUCATIONAL STANDARDS

Student Assessment

White Pine Charter School will hold a high standard in academics. The school will complete all required state testing as well as other performance tests designed by the faculty. The assessment processes will provide for parents and teachers a good understanding of a student's abilities and level of education. The school will have student-led conferences performed twice a year and report cards will be sent on a trimester basis. Parents may inquire at any point in time about a student's progress. White Pine Charter School's student data system will give parents access to continuous information about their child's progress.

White Pine wants its students to not only be proficient, but we want them to make exceptional growth on standardized testing. We believe this can be accomplished through a rigorous curriculum, dedicated staff, and varied teaching strategies. ISAT scores of which we can be proud of are cause for celebration, but we desire so much more than this for our students. As we have expressed in our educational standards we want our children to have a broad education beyond the basics; rich with science, social studies and literature to become life long learners.

Student Educational Standards

White Pine Charter School will ensure that the State Achievement Standards are taught and all mandated testing is given. White Pine Charter School will be sure that all curriculum used is aligned with state standards, and encourages students to develop:

Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and positive interpersonal skills.

Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

Formative and summative evaluations are the basis of valid and reliable assessment. 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.

Performance will be assessed on at least three levels:

1. Performance will be assessed relative to state-developed standards including any adopted testing
2. Student progress relative to previous performance will be assessed through portfolios, oral presentations, written reports, individual and group projects.
3. Attitudes and personal/academic habits will be assessed through student evaluation of individual goals, teacher evaluations of projects, presentations and parental input.

Self-assessment will provide a unique learning opportunity for White Pine 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. Students will also be asked to become evaluators of their strengths and weaknesses as they prepare for their own student/ parent conference. At conference time students are required to demonstrate to their parents their progress and identify their goals for future learning.

STANDARDIZED TESTING

White Pine Charter School will have high expectations for student achievement on ISAT (to be replaced with SBAC in 2014-2015), IELA, and NAEP. Dates of administration are to be determined by the Idaho Department of Education and Board of Education. Individual students and school baseline scores will be established the first year of testing, and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

ACCREDITATION

White Pine Charter School will obtain accreditation in accordance with Idaho Code 33-5205 (3)(e) and IDAPA 08.02.02. An accreditation committee appointed by the Administrator and Board of Directors will choose the appropriate accreditation standard and oversee the accreditation process. The Administrator will submit annual accreditation reports to the Idaho State Department of Education and the ACE. The accreditation standard will be chosen from among the adopted state accreditation requirements including; Idaho Elementary/Secondary Accreditation Standards or Northwest Accreditation standards.

CORRECTIVE ACTION

Should White Pine Charter School be identified as a school needing improvement, an appropriate action plan shall be developed using the following process:

1. Form a team to identify the specific areas of concern that includes the Administrator, Business manager, teachers and parents.
2. Develop an action plan that would address the specific needs in identified areas that includes:
 - a. Areas of needs
 - b. Assessment tools
 - c. Curriculum limitations
 - d. Resources necessary to change the direction of concern; including materials, people, and space
 - e. Teacher training necessary to address areas of need.
3. Implement the corrective action plan with on-going assessment

The following year's growth would indicate the success of the intervention plan. If White Pine Charter School were to continue to be identified as a school needing improvement for year two, the team would be reconvened and the process would continue as outlined.

TAB 5

GOVERNANCE STRUCTURE

1. Board of Directors

White Pine Charter School, Inc. is organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors of White Pine Charter School shall be deemed public agents authorized by an Authorizing Chartering Entity (ACE).

The Board of Directors of White Pine Charter School will consist of no less than five (5) and no more than 9 members. At least one director shall not have children attending White Pine Charter School. At least two directors shall be parents with children in attendance at White Pine Charter School. White Pine Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors.

The Board of Directors is responsible for financial and legal requirements of the corporation including the annual budget, expenditures and legal compliance with local, state and federal regulations. The Chair of the Board of Directors sign employment contracts and ensure compliance with state and federal regulatory agencies. 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, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (refer to Articles of Incorporation and Bylaws). Annually, parents and guardians of the students attending White Pine Charter School and Faculty and employees will vote in individuals into positions vacated on the Board of Directors. In the event of a resignation or death, the current board may vote in a successor.

Board of Directors

The elected Board of Directors will be legally accountable for the operation of the Charter School.

Powers and Limitations

The Board of Directors of White Pine Charter School will comply with code section 33-5204.

Relationship between Board of Directors and School Administration will be as follows

Administrator. The Administrator will work under the direction of the Board of Directors and will be empowered to provide educational direction, administration, and on-site day-to-day operation as well as make decisions concerning but not limited to:

- ∑ implementation of the vision and mission of school
- ∑ instructional materials and supplies
- ∑ resource allocation
- ∑ state charter school requirements
- ∑ school-wide community building
- ∑ special services
- ∑ contracted services
- ∑ disciplinary support
- ∑ public and media relations

- ∑ business and community partnerships
- ∑ curriculum, instruction, and assessment
- ∑ professional development
- ∑ employment and personnel issues
- ∑ enrollment and attendance
- ∑ formative/summative staff evaluations
- ∑ facility conditions
- ∑ transportation

The Administrator will report monthly operations to the Board of Directors.

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 the Parent-Faculty Association (PFA). 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 volunteer and fundraising efforts.

Community and Business Partnerships: White Pine Charter School may enter into business arrangements or contracts with other schools, educational programs, businesses, or non-profit organizations based on financial and operational requirements. The authorizing entity shall have no liability for the acts, omissions, debts or other obligations of the school unless otherwise stated in the charter.

PARENTAL INVOLVEMENT

The Parent-Faculty Association (PFA) of White Pine Charter School will provide consultation to the Administrator regarding ongoing plans for the school.

Parents of students who attend White Pine Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows: a. Parents will be asked to volunteer 20 hours per school year. They may work specifically with students, serve on committees, or volunteer as needs arise.

- b. Parents will be encouraged to be involved in the formal operations of the school; Parent-Faculty Association, committees, or Board of Directors.
- c. Parents will be encouraged to provide an appropriate learning environment at home for study.
- d. Parents will be expected to attend two parent teacher conferences per year.
- e. Parents will be asked to participate in a yearly election of the Board of Directors and the PFA executive committee.
- f. Parents will be required to supply in-depth emergency information for each student to the school.
- g. Parents with their child will be required to review and sign the written disciplinary policy and attendance policy.
- h. Parents may be asked to complete surveys throughout the school year.
- i. Parents may be asked to assist in the office with clerical work, classroom assistance, field trips, tutoring and specialized instruction, playground and recess monitoring, athletics and physical education, enrichment programs or other activities as needs arise.

FINANCIAL AND PROGRAMMATIC AUDITS

White Pine Charter School shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain independent audits of the fiscal and programmatic operations as required in section 33-5205(3)(k), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report.

White Pine Charter School will have an independent financial audit conducted annually. In addition, WPCS will perform an annual programmatic audit and require an audit performed by an outside agency such as the Idaho Charter School Network every two to three years.

At such time as revocation or non-renewal of the charter may be initiated, an independent audit may be performed. White Pine Charter School will follow the requirements set forth by Idaho statute regarding audit reporting.

DISPUTE RESOLUTION

The Public Charter School Commission and White Pine 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 for notice of defect and submission of a corrective action plan.

Dispute resolutions for parents or guardians are outlined in the student handbook.

TAB 6

EMPLOYMENT PRACTICES

Pursuant to Idaho Code Section 33-5204A APPLICABILITY OF PROFESSIONAL CODES AND STANDARDS – LIMITATIONS UPON AUTHORITY

(1) Every person who serves in a public charter school, either as an employee, contractor, or otherwise, in the capacity of teacher, supervisor, administrator, specialist, school nurse or librarian, must comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct.

Every employee of a public charter school and every member of the board of directors of a public charter school, whether compensated or non-compensated, shall comply with the standards of ethics or conduct applicable to public officials including, but not limited to, chapter 7, title 59, Idaho Code, except that section 59-704A, Idaho Code, which permits a non-compensated public official to have an interest in a contract made or entered into by the board of which he is a member under certain conditions, shall not apply to the board of directors of a public charter school. A member of the board of directors of a public charter school is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school.

1. Background Checks

All employees will be required to undergo the State of Idaho criminal history check to comply with Idaho Code 33-512.

2. Employees

a. Qualifications

White Pine Charter School's full-time and part-time teachers 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 White Pine Charter School as outlined within this petition. Teachers at White Pine Charter School will be given teaching assignments that correlate with their area(s) of certification as designated by the state of Idaho. The Administrator will make recommendations to the Board of Directors for approval of instructional staff. The Chairman of the Board of Directors signs all employment contracts.

White Pine Charter School's Administrator hires, evaluates, promotes and discharges non-certified staff. The Administrator is hired and evaluated by the WPCS Board of Directors. White Pine Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

New employees will undergo background checks and finger printing. The White Pine Charter School will pay for the cost of fingerprinting all staff and relevant volunteers.

Job announcements and all other hiring practices will be made without discrimination in accordance with federal and state employment laws.

b. Professional Opportunities

Faculty at White Pine Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. Teachers will be responsible for the learning program at the school. Teachers will work closely with their grade level partner using their strengths to provide students with an optimum experience. Teachers will become familiar with the K-8 sequence of their subject area, allowing for more efficient preparation. Targeted staff size is one teacher per classroom with teacher aide assistance. In-service days will provide teachers with training in keeping with the mission, philosophy,

curriculum and assessment of White Pine Charter School. Teachers will be able to take an active role in many aspects of White Pine Charter School.

c. Staff Development Plans

White Pine 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.

d. Accreditation Requirements

White Pine Charter School plans to meet the state's accreditation requirement for technology competencies as well as any other state requirements for all certified staff.

ADMINISTRATION

Administrative services will be provided by the White Pine 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 Charter School Board of Directors, the Authorized Chartering Entity, and parents.

Day-to-Day Operations The Administrator in coordination with the Charter School Board of Directors will determine the day-day operations of White Pine Charter School.

A. Job Description and Qualifications

JOB DESCRIPTION:

Position Title: Administrator

Reports to: The Board of Directors

Supervises: Directly or indirectly, all employees of the charter school

Performance Responsibilities:

1. Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.
2. Attends and participates in meetings of the Board of Directors, except when his/her employment or salary is under consideration or when there is an executive meeting. However, on invitation from the Board of Directors may be invited to an executive session.
3. Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board of Directors approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
4. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or an non-contractual expenditure in excess of \$5,000.
5. Participates in the preparation of the annual operating budget recommendations and implements the Board approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.
6. Maintains adequate records for the Charter School, including property records, personnel, school population, and scholastic records. Performs custodial duties regarding such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School Corporation, and will be Board approved.
7. Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
8. Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Charter School.
9. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Charter School.

10. Represents the Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
11. Keeps the Charter School community informed about current educational practices and trends, policies and problems.
12. Supervises, either directly or through delegation, all activities of the Charter School according to the policies of the Board of Directors.
 - ↳ Informs the Board of Directors of changes, developments, and research/trends in education by advanced study, visiting school systems elsewhere, attending educational conferences, and by other appropriate means.
14. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
15. Recommends to the Board of Directors the adoption of all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Charter School.
16. Make recommendations to the Board of Directors regarding building and facility changes.
17. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.
18. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.
19. May performs additional tasks as assigned by the Board of Directors.
20. Prepares annual reports in compliance with the terms of the authorized chartering entity.

DESIRED QUALIFICATIONS:

- ∑ Valid Idaho Administrator’s Certificate endorsed for K-12 Administrator
- ∑ Successful elementary school teaching experience
- ∑ Successful building-level administrative experience
- ∑ Demonstrated competence in the skills listed under “Job Description”
- ∑ Successful business experience
- ∑ Ability to provide leadership to a large and complex organization
- ∑ Ability to establish and maintain an effective working relationship with the Charter School Board of Directors, Idaho Public Charter School Commission, personnel, parents, students and the public.

TERMS OF EMPLOYMENT AND EVALUATION: Length of Contract: to be determined by the Charter School Board of Directors
 Salary: to be determined by the Charter School Board of Directors
 Evaluation: annual evaluation by the Board of Directors

HEALTH AND SAFETY

White Pine Charter School will comply with the following health and safety procedures:

1. Require fingerprinting and criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment. White Pine Charter School will pay for costs associated with the requirement.
2. Require that all students show proof of immunization or an exemption request before being enrolled at the White Pine Charter School.
3. Require that all visitors sign in at the office when visiting the school.
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 guidelines for all public schools, will inspect the facility.

5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the White Pine Charter School's insurance carriers and at a minimum address the above and the following items:

- ∑ policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
- ∑ policies relating to preventing contact with blood-borne pathogens.
- ∑ a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
- ∑ policies relating to the administration of prescription drugs and other medicine.
- ∑ policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
- ∑ policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

Policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis as part of the school's staff development efforts.

White Pine Charter School will adopt a crisis intervention plan which includes the following elements of Safe Schools Crisis Management:

- Definition of crisis
- Designated "person in charge" media liaison
- Procedures for handling crisis situation
- Annual staff training
- Crisis codes for staff
- Dispersion of information to staff, students and parents
- Practice schedule for crisis alerts
- Faculty staff roster with emergency phone number and indications of training
- Community emergency phone numbers
- Student roster and phone numbers
- Phone trees
- Crisis response equipment
- Blueprints and utility shutoff locations

EMPLOYEE BENEFITS

White Pine Charter School will comply with all state and federal laws addressing employment benefits and insurance. All eligible employees will participate in group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. White Pine Charter School will use as a guideline, benefits provided by school districts within the area.

EMPLOYEE RIGHT OF RETURN

Information from Bonneville Joint School District No. 93, policy number 10210P6

Accrual of Educational Experience

1. Any certified employee that is hired by the District from a charter school shall receive credit for their charter school experience on the salary schedule the same as certified employees hired from other school districts.

2. Former certified employees of the District who are reemployed from a charter school shall receive full credit for their years of service in the District as well as for their charter school experience.

New Hire

A Charter School certified staff member who has never been employed by the Bonneville Joint School District No. 93 and who wishes to be employed must apply through the District's equal opportunity employment procedures.

Transfer Rights during academic year

Return of a former Bonneville Joint School District No. 93 employee to the District during an academic year shall be at the sole discretion of the District.

COLLECTIVE BARGAINING

1. Collective Bargaining

White Pine Charter School's staff is considered a separate unit for purposes of collective bargaining. Teachers sign an at-will contract agreeing to the employment conditions at the Charter School. The staff of the Charter School will have no tenure. Based on staff evaluations, contracts will be renewed on a yearly basis. Written contract will be in a form as approved by the State Superintendent of Public Instruction.

2. Independent Collective Bargaining

Should the staff of the charter school elect to participate in collective bargaining, they will be a separate unit for purposes of collective bargaining.

WRITTEN CONTRACTS FOR CERTIFIED STAFF

Pursuant Section 33-5206(4), Idaho Code, employment of 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.

TAB 7

ADMISSION PROCEDURES

Pursuant to Idaho Code 33-5205

The admission procedures shall provide that preference shall be given in the following order:

- First, to pupils returning to White Pine Charter School (WPCS) in subsequent years of its operation;
- Second, to children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- Third, to siblings of pupils already enrolled.
- Fourth, by an equitable selection process such as by lottery or other random method.

The attendance areas for-WPCS will be defined as:

The compact and contiguous areas defined by Bonneville Joint School District 93 and Idaho Falls School District 91 district boundaries.

The enrollment capacity of WPCS is set at 500 students.

Once enrolled in White Pine Charter School, students will not be required to reapply each year thereafter. If a child enrolled at White Pine Charter School moves outside the attendance area, they will not forfeit their enrollment status.

WPCS reserves the right to complete a review of an applicant under Idaho Code Section 33-205. Under this process, enrollment of the applicant will be accepted only upon approval by the WPCS Board of Directors.

According to Idaho Code 33-103, the parent or guardian of a child of school age who is enrolled at WPCS shall be allowed to enroll the student in another public school for dual enrollment purposes. White Pine Charter School will follow the procedures governing dual enrollment adopted by the student's resident school district. It will be the responsibility of the parent to provide transportation for their student unless otherwise designated on an Individualized Education Program.

Over-Enrollment Procedures

White Pine Charter School will hold an annual lottery that is advertised in a local newspaper in both English and Spanish. White Pine Charter School will also actively participate in Child Find Activities. 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.

White Pine Charter School will not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state, or local laws.

Pursuant to Idaho Code 33-5205

- i. 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 the public charter school. In case of a family with more than one (1) child seeking to attend the school, a single written request for admission must be submitted on behalf of all the siblings. In the event a child is selected through the lottery, the child must accept the school vacancy prior to that child's siblings being given preference.
- ii. 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.

- iii. At least two (2) persons not associated with the public charter school as employees, parents of students, or in any other way, will conduct the random selection method.

Once the enrollment period is complete and the lottery/random selection method has been performed, a waiting list(s) will be created for each grade level. When an opening becomes available admission will be offered based upon the following priorities: children of founders and full time employees, siblings of students currently enrolled, and students within the primary attendance area. Subsequent applications will be added to a waiting list on a first-come, first served basis to be held for classroom openings. Applications may be mailed or delivered to the school office in person.

Enrollment is offered in writing and the letter must be signed by a parent or guardian and returned to the school by the date designated on the offer letter. If enrollment is not accepted, the applicant will be removed from the waiting list. If, at a later date, it is decided that the child wishes to enroll, a new application must be completed.

Mid-Year Decision- The family of the next child on the waiting list will be contacted regarding the vacancy for that grade level. The family will be called or contact will be made. Once the family has been notified they have 24 hours to accept the position. If a phone number is not available an e-mail and letter is sent to the address on the application. If enrollment is offered during the school year the applicant will be allowed to decline but may not retain their waiting list position.

Voluntary Removal- Students wishing to be removed from the waiting list must make their request in writing to WPCS. Should an applicant be removed from the waiting list on a voluntary basis, and then it is decided that they desire to reapply, a new Letter of Intent must be submitted.

White Pine Charter School will have the right to deny reenrollment for disciplinary or attendance reasons after completion of the student expulsion process. Students that have been expelled may only be reenrolled with Board of Directors approval.

Because WPCS is not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Bonneville Joint School District Nos. 93 or 91. Students located within the attendance area of WPCS would have the option to enroll in existing public schools presently serving the area.

Student Rights and Responsibilities

White Pine Charter School (WPCS) will comply with Idaho Code Section 33-205 regarding disciplinary policies and procedures. Provided in the student handbook, is a Code of Conduct including expectations and consequences for unacceptable behavior.

A child with a disability may not be suspended unilaterally for more than ten consecutive school days, or for an accumulation of more than ten school days in a school year. Any proposed denial of admission, suspension, or an accumulation of suspensions of more than ten school days in a school year constitutes proposed change of placement and evokes the procedural rights under federal and state law. The school will follow the appropriate procedures as defined and outlined in the Idaho Special Education Implementation Manual.

Attendance Requirements

School Attendance Philosophy. Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, funding, and success in school.

- Employability - Punctuality and attendance are important skills for employment. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.

- Educational Benefits - Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- Funding – WPCS receives funds used to enhance all aspects of the school, based on daily attendance.
- 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 parent(s)/guardian are excused absences, but such absences are counted toward the maximum allowed per trimester. In order for an absence to be excused, oral or written communication from the student's parent(s)/guardian must be received within 24 hours of the last day of the absence, except for school approved activity absences. Parent(s)/guardian(s) will be notified of all tardies during each trimester.

Make-up Work. Make-up work is expected for students who have excused absences. The missed work should be completed by the assigned due date to prevent falling behind. The classroom teacher will provide the student or the parent/guardian make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; and c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

Tardiness. It is the responsibility of parents to ensure that their child(ren) arrive at school on time each day. Tardiness to class creates a disturbance that disrupts the learning environment and is inconsiderate of others. A student is tardy if he or she is not in the assigned classroom when the bell rings. Students may accumulate a maximum of three (3) tardies per trimester. In general, tardiness will be dealt with on an individual basis. Parent(s)/guardian(s) will be notified of all tardies during each trimester.

Attendance Requirements. Students may have a maximum of five (5) absences per trimester, not to exceed a total of twelve absences per year. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

Notification of Absences and Discipline. Parent(s)/guardian(s) will be notified about all absences from class during a trimester. Notice of the 6th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Administrator may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

Grounds for an Appeal. Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process described below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

Attendance Appeal Process. If a parent/guardian wishes to appeal loss of credit or a denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following applies:

1. Appeals and responses must be in writing to the Administrator within five (5) school days of the date of the notification to deny credit or promotion.
2. The Administrator will respond in writing within five (5) school days from the date shown on the appeal
3. If individuals do not agree with the Administrator's response, a second appeal may be submitted in writing to the Board of Directors within five (5) school days of the date shown on the response.

The decision of the Board of Directors is final.

STUDENTS USING OR UNDER THE INFLUENCE OF ALCOHOL OR
CONTROLLED SUBSTANCES

White Pine Charter School (WPCS) will comply with and institute Idaho Code 33-210 requirements regarding students using or under the influence of alcohol or a controlled substances.

It is important that parental involvement in all aspects of a child's education in the public school system remain a priority. Substance abuse prevention programs and student counseling for students attending public schools are no exception. Consequently, the Board of Directors for WPCS has adopted and implemented policies specifying how personnel shall respond when a student discloses or is reasonably suspected of using or being under the influence of alcohol or any controlled substance. Anonymity will be provided to the student on a faculty "need to know" basis, when a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, unless it is deemed reasonably necessary to protect the health and safety of others. Notification and availability of counseling for students shall be provided to parents, the legal guardian, or child's custodian. However, once a student is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of Idaho Code, regardless of any previous voluntary disclosure, the school administrator or designee shall contact the student's parent, legal guardian, or custodian, and report the incident to law enforcement. The fact that a student has previously disclosed use of alcohol or a controlled substance will not be considered a factor in determining reasonable suspicion at a later date.

Students may, at the discretion of the Board of Directors be subject to other disciplinary or safety policies, regardless of whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of school policy or section 37-2732C of the, Idaho Code.

Procedures have been developed for contacting law enforcement and the student's parents, legal guardian, or custodian regarding a student who is reasonably suspected of using or being under the influence of alcohol or a controlled substance. District and charter school policies formulated to meet the provisions of section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by section 33-512(6), Idaho Code.

Any school employee or independent contractor of WPCS who has a reasonable suspicion that a student is using or is under the influence of alcohol or a controlled substance and, acting upon that suspicion, reports that suspicion to a school administrator or initiates procedures adopted by the Board of Directors shall have immunity from any civil or criminal liability, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such a report. Any person who reports in bad faith, or with malice, shall not be protected by this section. Employees and independent contractors of WPCS who intentionally harass a student through the misuse of the authority provided in this section shall not be immune from civil liability arising from the wrongful exercise of that authority and shall be guilty of a misdemeanor punishable by a fine not to exceed three hundred dollars (\$300).

For the purposes of this section, the following definitions shall apply:

- (a) "Reasonable suspicion" means an act of judgment by a school employee or independent contractor of an educational institution which leads to a reasonable and prudent belief that a student is in violation of school board or charter school governing board policy regarding alcohol or controlled substance use, or the "use" or "under the influence" provisions of section 37-2732C, Idaho Code. Said judgment shall be based on training in recognizing the signs and symptoms of alcohol and controlled substance use.
- (b) "Intentionally harass" means a knowing and willful course of conduct directed at a specific student which seriously alarms, annoys, threatens or intimidates the student and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress.

- (c) "Course of conduct" means a pattern or series of acts over a period of time, however short, evidencing a continuity of purpose. Constitutionally and statutorily protected activity is not included within the meaning of "course of conduct."

ALTERNATIVE ENROLLMENT-IDAHO CODE SECTION 33-5205(3)(N)

White Pine Charter School is not a conversion of an existing school, the attendance alternative is the same as for those presently residing within the Bonneville Joint School District Nos. 93 and 91. Students located within the attendance area of the Charter School have the option to enroll in existing public schools presently serving the area.

ENROLLMENT OPPORTUNITIES

White Pine Charter School complies with statute and rules regarding how the public is made aware of enrollment opportunities. Enrollment publications shall state that students are given an opportunity to enroll regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

TAB 8

TRANSPORTATION SERVICES

White Pine Charter School (WPCS) will comply with all state and federal statutes regarding the transportation of students.

Annually WPCS will evaluate busing needs and contract with transportation providers, as appropriate, for student transportation services. At that time existing routes will be reviewed to determine if adjustments, based on the demographics of the student population, are appropriate. Parents will be notified of any changes to the designated routes.

SCHOOL LUNCH PROGRAM

White Pine Charter School will offer lunch service in accordance with federal requirements. Upon registration, families will be informed of the Free and Reduced Lunch program and provided a current copy of the State Department's Parent Letter and qualification guidelines. Further, additional attempts to communicate the program's availability will be provided throughout the year in various communications with the school's patrons.

TAB 10

BUSINESS CONTRACT

At the time of petition, White Pine Charter School (WPCS) was engaged in the following Business contracts:

| <u>Name of Business</u> | <u>Lease Description</u> |
|----------------------------------|--|
| 1. Design Space Modulars | Operating lease for 5 temporary buildings. |
| 2 .GE Capital | Rental of copy machine and riso |
| 3. Teton Stage Lines | Busing Contract |
| 4. Olson & Associates Architects | Architectural services |
| 5. USDA- RD | Loan Documents |
| 6. US Bank | Loan Documents |

Note: Currently the Bonneville Joint School District lunch service is not under contract. WPCS is in the process of obtaining a signed contract for lunch services. WPCS purchases Special Education services from Bonneville Joint School District 93 in the same way services are purchased from other outside providers. WPCS has a part-time Special Education teacher under a written contract.

White Pine Charter School will follow state, federal and local rules and guidelines when contracting in a business arrangements or partnerships with other schools, educational programs, business, or nonprofit organizations. The school reserves the right on the expiration of a contract to go out for bid or seek new services in accordance with state, federal and local rules, laws and guidelines. Contracts are not indefinite in time and therefore will be renegotiated or terminated according to the terms of the contract.

Other Services

Legal services are stated in a legal agreement with local attorneys. Accounting functions are currently being addressed in house. The annual financial audit is completed by an independent accounting firm through an engagement letter.

ADDITIONAL PETITION INFORMATION

White Pine Charter School (WPCS) would like to include the following information:

School Records

WPCS will maintain student education records to help in the instruction, guidance, and educational progress of the student. The school will establish policies and procedures in compliance with the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

Students at WPCS who are enrolling for the first time in a public elementary school will be required to provide a certified copy of the student’s birth certificate and copies of the student’s immunization records or exemption in compliance with Idaho Code 18-4511 sections 2 and 3.

Pursuant to Idaho Code 18-4511 section 1, WPCS will flag the records of children reported by state law enforcement officials to be missing or runaway and report any request for ~~any~~ such flagged records.

DISSOLUTION OF THE CORPORATION

Dissolution

- i.) In cases of termination, the Chair of the Board of Directors of White Pine Charter School (WPCS) is responsible for the dissolution of the business and affairs of the school.
- ii.) WPCS will turn remaining assets over to the Idaho Public Charter School Commission.
- iii.) WPCS will fully comply with state and federal laws regarding the handling of liabilities and payment to creditors for a non-profit corporation. Notwithstanding, those items purchased with federal funds will not be sold to pay debts.
- iv.) Parents will be notified of the pending dissolution through public meetings, notes sent home with children, and postal mailings.
- v.) Employee records shall be the responsibility of the Board Chairperson and such shall make available to the employees their records for a period of time not less than six (6) months after the official closing of the school.
- vi.) All records of students in the-district will be immediately transferred to the student's home district. All student transfer records will be requested and forwarded pursuant to I.C. 33-5205(3)(u)(iii). WPCS will make appropriate arrangements for any student records that have not been transferred at the time of dissolution to be stored and available to families indefinitely and in a useable format. WPCS will notify families regarding the process for requesting records through email and/or school website.

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 1 st Year Cash Flow | Update the 1 st 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 1 st 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.

PROPOSED PERFORMANCE CERTIFICATES

TAB 5 Page 1314

Appendix D: Articles of Incorporation and Bylaws



ARTICLES OF INCORPORATION (Non-Profit)

(Instructions on back of application)

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.

FILED/EFFECTIVE
01 DEC 13 AM 9:23
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be: White Pine Charter School, Inc.

Article 2: The purpose for which the corporation is organized is: The corporation is organized exclusively for educational purposes under Section 501(c) (3)

Article 3: The street address of the registered office is: 1799 E. 81st N. Idaho Falls, ID 83401 and the registered agent at such address is: Anita L. Ogden

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are: Anita L. Ogden 1799 E 81st N, Idaho Falls, Id 83401
Daniel B. Ogden 1799 E 81st N, Idaho Falls, ID 83401
Ryan Wymdre 632 Terrace Dr, Idaho Falls, ID 83402

Article 5: The name(s) and address(es) of the incorporator(s):
Anita L. Ogden 1799 E. 81st N. Idaho Falls, ID 83401
Daniel B. Ogden 1799 E. 81st N. Idaho Falls, ID 83401

Article 6: The mailing address of the corporation shall be:
1799 E. 81st N. Idaho Falls, ID 83401

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

Article 8: Upon dissolution the assets shall be distributed:
Upon dissolution of the corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations, or corporations which are organized and operated for educational purposes.

Signature of all incorporators:
Anita L. Ogden
Daniel B. Ogden

Typed Name: Anita L. Ogden
Typed Name: Daniel B. Ogden

Customer Acct #:
(if using pre-paid account)

Secretary of State use only

Revised 01/2001

IDAHO SECRETARY OF STATE
12/13/2001 05:00
CK: 2062 CT: 151600 BH: 434334
1 @ 38.00 = 38.00 INC MONP # 2

C 141717

**BYLAWS
OF
WHITE PINE CHARTER SCHOOL, INC.**
An Idaho Nonprofit Corporation

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Bonneville, 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 Bonneville, State of Idaho.

**ARTICLE 2
PURPOSE**

*See Amendment
No. 1*
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.

Notwithstanding 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

*See
Amendment No. 1*

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than three (3) or more than 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 Powers of the Board of Directors

*See
Amendment No. 1*

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

Section 4.3 Election of Directors

- a. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with provisions of Section 4.3 (c).
- b. At least one director shall not have children attending the White Pine Charter School. At least two directors shall be parents with children attending White Pine Charter School.
- c. One and only one of the Directors may be appointed by the Board of Trustees of the Bonneville Joint District No. 93. The Board seat designated to the Board of Trustees is a voting seat only, and may not hold an officers position.
- d. After the initial year of operation, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation at the Corporation's annual meeting. As used herein, "Stakeholders" shall mean the parents and guardians of pupils then attending White Pine Charter School, faculty and employees of White Pine Charter School, members of the White Pine Charter School Parent-Faculty Association and such other persons and entities as the Board determines to be stakeholders of the Corporation.

*See
Amendment No. 1*

Section 4.4 Term

- a. Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation half of the Directors, other than the Director appointed by the Board of Trustees of the Bonneville Joint District No. 93, shall be selected by lottery or other method to serve an initial term of only one (1) year.
- b. Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

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

- c. Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such 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.

*See
Amendment No. 1*

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. A majority vote shall be required to pass all motions. Each board member shall possess only one vote.

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

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

*See
Amendment
No. 1*

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Monday of each month if a Director sees the need to have a meeting during the month.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted at the school bulletin board and at the Bonneville Joint School District No. 93 Office at least three (3) days, and

not more than ten (10) days, prior to the meeting.

ARTICLE 6

OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term. One of the officers of the Corporation is required to sign all checks and drafts 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.

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 will be bonded as required by Idaho Code 33-509. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

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

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7

FISCAL AFFAIRS

Section 7.1 Fiscal Year

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

ARTICLE 8

NOTICES

Section 8.1 Manner of Giving Notice

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

Section 8.2 Waiver

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

ARTICLE 9

DISSOLUTION

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit 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

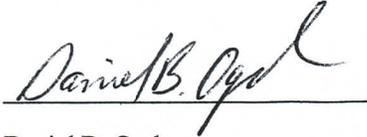
Section 10.1 Bylaws

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 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.

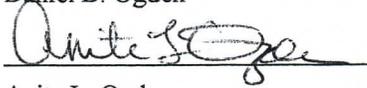
CERTIFICATE OF BYLAWS

I certify that I am the initial agent of White Pine 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

12/15/01 (date).



Daniel B. Ogden



Anita L. Ogden



Ryan Wymore



Rochelle Van Voast

Amendment No. 1
BYLAWS
OF
WHITE PINE CHARTER SCHOOL, INC.

An Idaho Nonprofit Corporation

ARTICLE 2
PURPOSE

Section 2.1 Purpose amended by adding the following sentence after the first sentence:

The Corporation is organized exclusively to establish and maintain a public charter school in accordance with Title 33, Chapter 52 of the Idaho Statutes.

Section 2.1 Purpose amended by adding the following:

The corporation is organized exclusively for educational, religious, and charitable purposes, operating exclusively as White Pine Charter School, pursuant to the provisions of Chapter 32 of Title 33, Idaho Code, with a curriculum emphasis in Kindergarten to 8th grade education. The provisions for White Pine Charter School are as follows:

1. To act and operate exclusively as a non-profit corporation pursuant to the laws of the State of Idaho.
2. To engage in all activities and pursuits, and to support and assist such other organizations, as maybe be reasonably related to the foregoing and following purpose.
3. 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 Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Idaho Nonprofit Corporation Act.
4. To operate the White Pine Charter School in providing teaching and opportunities for educators, as well as to operate other, similar enterprises dedicated to the educational process.
5. 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 activity "in furtherance of, incidental to, or connected with any of the other purposes."

Amendment No. 1

1

6. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for service rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.
7. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or the 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.
8. The property of this corporation is irrevocably dedicated to religious, 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. Upon the dissolution or winding up of the corporation, its assets remaining after payment or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation designated by the Board of Directors of this corporation and which is organized and operated exclusively for religious, charitable or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.
9. The corporation shall not discriminate on the basis of race, color, national origin, religious belief, sex, or disability in any program, accommodation, or activity it sponsors. The corporation will comply with all federal requirements, including but not limited to: U.S. Code Title II, IX, and any other relevant federal or state codes applied currently or in the future through the equal protection clause of the 14th amendment to the U.S. Constitution.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1 Board of Directors amended to allow up to nine (9) directors:

The number of Directors constituting the Board of the Corporation shall be not less than three (3) or more than nine (9) Directors

Section 4.2 Powers of the Board of Directors amended by adding this sentence after the first sentence:

The Board is expressly authorized to enter contracts and the Board may borrow 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, the Board may use the facility, its equipment and furnishings, as collateral for the loan.

Section 4.3 Election of Directors paragraph d first sentence amended to read as follows:

- d. After the initial year of operation, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation prior to the Corporation's annual meeting.

Section 4.6 Vacancies fourth paragraph amended to read as follows:

- 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 for the remainder of the term of the vacant position.

**ARTICLE 5
BOARD MEETINGS**

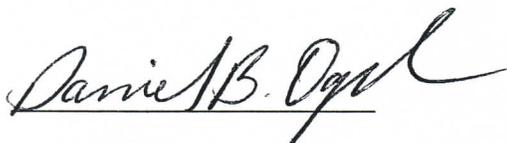
Section 5.2 Annual Meeting amended to read as follows:

The annual meeting of the Directors of the Corporation for newly elected Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the second Thursday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:30 o'clock P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

CERTIFICATE OF AMENDMENT

I certify that the Board of Directors of White Pine Charter School, Inc., an Idaho Nonprofit Corporation, has approved this Amendment and that the foregoing Amendments and Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on

June 2, 2005 (date).



Daniel B. Ogden
Chairman
White Pine Charter School, Inc.
Board of Directors

Amendment No. 2

**BYLAWS
OF
WHITE PINE CHARTER SCHOOL, INC.**

An Idaho Nonprofit Corporation

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Board of Directors term of office amended

The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below.

Section 4.1 Board of Directors – Amendment No. 1 revised

The number of Directors constituting the Board of the Corporation shall be not less than three (3) or more than seven (7) Directors.

Section 4.4 (a) Term of office amended

- a. Directors shall be elected or appointed to a three (3) year term of office.

**ARTICLE 5
BOARD MEETINGS**

Section 5.3 Monthly Meetings amended

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third week of each month if a Director sees the need to have a meeting during the month. The day of the week will be determined at the annual meeting of the Directors and will remain in effect until the next annual meeting.

Section 5.4 Notice of Meeting amended to remove Bonneville School District No. 93

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 **school website** at least three (3) days, and not more than ten (10) days, prior to the meeting.

CERTIFICATE OF AMENDMENT

I certify that the Board of Directors of White Pine Charter School, Inc., an Idaho Nonprofit Corporation, has approved this Amendment and that the foregoing

Amendment No. 2

Amendments and Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on

7/11/13 (date)



**Gina Stevenson
Chair
White Pine Charter School, Inc.
Board of Directors**

Amendment No. 2

Appendix E: Board Roster

White Pine Charter School
April 17, 2014

| Board Member | Office | Term (MM/YY – MM/YY) | E-mail | Phone |
|---------------------|---------------|---------------------------------|--|--------------|
| Gina Stevenson | Chair | 07/13-06/16 | Gina.stevenson@comcast.net | 208-522-0700 |
| Aaron Eddington | Vice Chair | 07/13-06/16 | aeddington@gmail.com | 208-522-0700 |
| Nicholas Burrow | Secretary | 07/13-06/16 | me@nickburrows.com | 208-522-5291 |
| Adam Frugoli | Treasurer | 07/13-06/16 | Adam.frugoli@gmail.com | 208-604-2228 |
| Alan Carvo | Member | 07/13-06/16 | newfie@teton4myrf.net | 208-932-3019 |
| Jose Rubio | Member | 07/13-06/16 | rubioj@dhw.idaho.gov | 208-569-1893 |
| Liza Leonard | Member | 11/13-6/14 | lizaleonard@hotmail.com | 209-201-4133 |

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: White Pine Charter School Year Opened: 2003 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

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

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 must 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 | | | | | | | |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| | | Result (Stars) | Points Possible | Points Earned | | | |
| Measure 1a Overall Star Rating | Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System | 5 | 25 | | | | |
| | | 4 | 20 | | | | |
| | | 3 | 15 | | | | |
| | | 2 | 0 | | | | |
| | | 1 | 0 | | | | |
| | | | | | 0.00 | | |
| Notes | | | | | | | |
| INDICATOR 2: STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| | | Result | Points Possible | Points Earned | | | |
| Measure 1b State Designations | Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school. | Reward | 25 | | | | |
| | | None | 15 | | | | |
| | | Focus | 0 | | | | |
| | | Priority | 0 | | | | |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| Measure 2a ISAT / SBA % Proficiency Reading | Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
| Measure 2b ISAT / SBA % Proficiency Math | Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 0-19 | 19 | 1-40 | 40 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|---|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 2c ISAT / SBA % Proficiency Language Arts | Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency. | | 57-75 | 18 | 90-100 | 11 | 0.00 |
| | | | 38-56 | 18 | 65-89 | 25 | 0.00 |
| | | | 20-37 | 18 | 41-64 | 24 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 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? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth. | | 76-100 | 25 | 85-100 | 16 | 0.00 |
| | | | 51-75 | 25 | 70-84 | 15 | 0.00 |
| | | | 26-50 | 25 | 50-69 | 20 | 0.00 |
| | | | 0-25 | 25 | 1-49 | 49 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| | | Result (Percentage) | Points Possible | Possible in this Range | Percentile Targets | Percentile Points | Points Earned |
|--|---|---------------------|-----------------|------------------------|--------------------|-------------------|---------------|
| Measure 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| <hr/> | | | | | | | |
| 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 66 th and 99 th percentile. | | 57-75 | 18 | 66-99 | 34 | 0.00 |
| | Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile. | | 38-56 | 18 | 43-65 | 23 | 0.00 |
| | Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile. | | 20-37 | 18 | 30-42 | 13 | 0.00 |
| | Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile. | | 0-19 | 19 | 1-29 | 29 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |
| <hr/> | | | | | | | |
| 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. | | 76-100 | 25 | 70-100 | 31 | 0.00 |
| | Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. | | 51-75 | 25 | 45-69 | 25 | 0.00 |
| | Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. | | 26-50 | 25 | 31-44 | 14 | 0.00 |
| | Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3. | | 0-25 | 25 | 1-30 | 30 | 0.00 |
| | | | | | | | 0.00 |
| Notes | | | | | | | |

| INDICATOR 4: COLLEGE AND CAREER READINESS | | | | | | | |
|---|--|----------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| Measure 4a Advanced Opportunity Coursework Notes | Are students participating successfully in advance opportunity coursework? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity | 5 | 50 | | | | |
| | Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity | 3-4 | 30 | | | | |
| | Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity | 2 | 10 | | | | |
| | Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty | 1 | 0 | 0.00 | | | |
| Measure 4b1 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4b2 College Entrance Exam Results Notes | Does students' performance on college entrance exams reflect college readiness? | Result | Points Possible | Points Earned | | | |
| | Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 5 | 50 | | | | |
| | Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 3-4 | 30 | | | | |
| | Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 2 | 10 | | | | |
| | Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam. | 1 | 0 | 0.00 | | | |
| Measure 4c Graduation Rate Notes | 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 |

| MISSION-SPECIFIC GOALS | | | |
|------------------------|---|---------------|------------------------|
| Measure 1 | Is the school successfully helping students develop second language skills? | Result | Points Possible |
| | Exceeds Standard: 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric. | | 250 |
| | Meets Standard: 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric. | | 200 |
| | Does Not Meet Standard: 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric. | | 100 |
| | Falls Far Below Standard: Less 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric. | | 0 |
| | | | <u>0.00</u> |
| Notes | The WPCS Spanish Conversation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. The conversation and scoring of the rubric will be done by an external party (a non- staff or board member) who is a fluent, native Spanish speaker. Data will be reported to the PCSC no later than October 1. | | |
| Measure 2 | | | |
| Measure 2 | Is the school successfully helping elementary students acquire computing skills? | Result | Points Possible |
| | Exceeds Standard: 90% - 100% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric. | | 75 |
| | Meets Standard: 75% - 89% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric. | | 60 |
| | Does Not Meet Standard: 60% - 74% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric. | | 30 |
| | Falls Far Below Standard: Less than 60% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric. | | 0 |
| | | | <u>0.00</u> |
| Notes | The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non- staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1. | | |

| | | Result | Points Possible | Points Earned |
|------------------|--|--------|-----------------|---------------|
| Measure 3 | Is the school successfully helping middle school students acquire basic computing skills? | | | |
| | Exceeds Standard: 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric. | | 75 | |
| | Meets Standard: 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric. | | 60 | |
| | Does Not Meet Standard: 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric. | | 30 | |
| | Falls Far Below Standard: Less than 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric. | | 0 | |
| Notes | The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non- staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1. | | | <u>0.00</u> |
| | | | | |
| Measure 4 | Is the school successfully helping 6th grade students acquire typing skills? | | | |
| | Exceeds Standard: 80% - 100% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment. | | 75 | |
| | Meets Standard: 65% - 79% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment. | | 60 | |
| | Does Not Meet Standard: 50% - 64% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment. | | 30 | |
| | Falls Far Below Standard: Less than 50% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment. | | 0 | |
| Notes | Students will be given a final Typing Web assessment within 2 weeks of the end of the 6th grade computer course (students may be enrolled in the courses in either the fall or spring semester). Data will be reported to the PCSC no later than October 1. | | | <u>0.00</u> |

| | Result | Points Possible | Points Earned |
|--|--------|--|---|
| <p>Measure 5 Is the school successfully helping young students acquire exemplary reading skills?</p> <p>Exceeds Standard: 85% - 100% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p>Meets Standard: 70% - 84% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p>Does Not Meet Standard: 55% - 69% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p>Falls Far Below Standard: Less than 55% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> | | <p>125</p> <p>100</p> <p>50</p> <p>0</p> | <p style="text-align: right;"><u>0.00</u></p> |
| <p>Notes Data will be reported to the PCSC no later than October 1.</p> | | | |

| 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? | | 25 | |
| | <p>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.</p> <p>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.</p> | | 0 | |
| Notes | | | | 0.00 |
| Measure 1b Education Requirements | Is the school complying with applicable education requirements? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>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.</p> | | 15 | |
| Notes | | | | 0.00 |
| Measure 1c Students with Disabilities | Is the school protecting the rights of students with disabilities? | | 25 | |
| | <p>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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 15 | |
| 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 the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations 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 | |
| Notes | | | | 0.00 |
| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT | | | | |
| Measure 2a Financial Reporting and Compliance | Is the school meeting financial reporting and compliance requirements? | | | |
| | Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. | | 25 | |
| | Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. | | 15 | |
| | Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| Notes | | | | 0.00 |
| 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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. | | 0 | |
| | 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 | |
| Notes | | | | 0.00 |
| | | | | |
| Measure 3b Reporting Requirements | Is the school complying with 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 | |
| Notes | | | | 0.00 |
| INDICATOR 4: STUDENTS AND EMPLOYEES | | | | |
| 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 recruitment 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 | |
| Notes | | | | 0.00 |

| | | 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 | | | <hr/> 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 | | | <hr/> 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 | | | <hr/> 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 occupancy 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 |
| 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 |
| 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? | | 25 | |
| | <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | | 0 | |
| Notes | | | | <hr/> 0.00 |

| INDICATOR 1: NEAR-TERM MEASURES | | | 25 |
|---|--|---|--|
| 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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> 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. Falls Far Below Standard: Current ratio is less than or equal to 0.9. | Result 50 10 0 | Points Possible 50 10 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| 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. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> 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. Falls Far Below Standard: Fewer than 15 Days Cash. | Result 50 10 0 | Points Possible 50 10 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| 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. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year. | Result 50 30 0 | Points Possible 50 30 0 | Points Earned <hr/> 0.00 |
| Notes | | | |
| Measure 1d Default Default Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments. 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. | Result 50 0 | Points Possible 50 0 | Points Earned <hr/> 0.00 |
| Notes | | | |

| INDICATOR 2: SUSTAINABILITY MEASURES | | |
|---|--|---|
| <p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>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.</p> <p>Notes</p> | <p>Result</p> <p>50</p> <p>10</p> <p>0</p> | <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |
| <p>Measure 2b Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Notes</p> | <p>Result</p> <p>50</p> <p>30</p> <p>0</p> | <p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |
| <p>Measure 2c Cash Flow</p> <p>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</p> <p>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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> <p>Notes</p> | <p>Result</p> <p>0</p> <p>50</p> <p>30</p> <p>0</p> | <p>Points Possible</p> <p>0</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |
| <p>Measure 2d Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p>Notes</p> | <p>Result</p> <p>50</p> <p>0</p> | <p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0.00</p> |

WHITE PINE 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 | 60% | | 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 |
|---|---------|-----------------|-------------------|---------------|-----------------|-------------------|---------------|
| 8th Grade Spanish Skills | 1 | 250 | 17% | 0.00 | | | |
| 5th Grade Computing Skills | 2 | 75 | 5% | 0.00 | | | |
| 8th Grade Computing Skills | 3 | 75 | 5% | 0.00 | | | |
| 6th Grade Typing Skills | 4 | 75 | 5% | 0.00 | | | |
| 3rd Grade Reading Proficiency | 5 | 125 | 8% | 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% |

WHITE PINE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

| ACCOUNTABILITY DESIGNATION | Academic & Mission-Specific | | Operational | | Financial | |
|--|-----------------------------|-----------------------------|-------------|-----------------------------|------------|-----------------------------|
| | Range | % of Points Possible Earned | Range | % of Points Possible Earned | Range | % of Points Possible Earned |
| <p>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.</p> | 75% - 100% | of points possible | 90% - 100% | of points possible | 85% - 100% | of points possible |
| <p>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.</p> | 55% - 74% | of points possible | 80% - 89% | of points possible | 65% - 84% | of points possible |
| <p>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.</p> | 31% - 54% | of points possible | 61% - 79% | of points possible | 46% - 64% | of points possible |
| <p>Critical Schools achieving at this level in Academic & Mission-Specific 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.</p> | 0% - 30% | of points possible | 0% - 60% | of points possible | 0% - 45% | of points possible |

White Pine Charter School - Spanish Conversation Rubric

| | Poor 1 | Needs Improvement 2 | Good 3 | Very Good 4 | Excellent 5 |
|---|---|---|--|---|--|
| Vocabulary | Used minimal core vocabulary and struggled to identify / use words throughout. | Did not use all expected core vocabulary. Sometimes struggled to identify words, misused words, or relied on repetition. | Used core vocabulary, but had limited supplementary range. Only had occasional mistakes in vocabulary usage. | Used core vocabulary and some range of supplementary vocabulary. Had very few (if any) mistakes in vocabulary usage. | Rich variety of vocabulary used, including core and supplementary vocabulary and/or idioms. Had no vocabulary usage mistakes. |
| Pronunciation | Frequent, severe pronunciation mistakes. Pronunciation required constant, close attention on the part of the listener, and understanding the student was difficult. Communication was significantly impaired. | Fairly frequent pronunciation mistakes. Pronunciation usually required attention on the part of the listener, and the student was only understandable part of the time. Communication was impaired more than 50% of the time. | Some pronunciation mistakes of varying significance. Pronunciation required some attention on the part of the listener, but student was still understandable most of the time. Communication was somewhat impacted. | Some pronunciation mistakes, but most were minor (or corrected) and student was still understandable. Impacts on communication were minimal. | Very few (if any) pronunciation mistakes. Was easily understandable; pronunciation did not impair communication in any way. |
| Syntax / Grammar / Tone | Struggles to demonstrate even the most basic syntactic structures or linguistic patterns. Speech has frequent, and often significant grammatical errors, which significantly impede communication. Emotional tone is not present. | Has limited ability to demonstrate common syntactic structures and linguistic patterns. Speech includes fairly frequent grammatical errors, which impede communication more than 50% of the time. Emotional tone is not present. | Demonstrates only common syntactic structures and linguistic patterns. Speech includes grammatical errors, which impede communication some of the time. Emotional tone is lacking or very inconsistent. | Has reasonable variety of syntactic structures. Demonstrates control over most linguistic patterns. Has some grammatical errors, but they do not significantly impede communication. Emotional tone is there but is not consistent. | Uses a variety of syntactic structures. Demonstrates excellent control of linguistic patterns. Has minimal (if any) or only very minor grammatical errors. Strong, appropriate emotional tone. |
| Comprehension | Can only understand a few words. Seldom (if ever) answers questions appropriately without significant assistance from the other speaker (adjusting questions, etc.). | Struggles to understand the other speaker. Only occasionally answers questions appropriately. Needs frequent repetition or clarification. | Demonstrates the ability to understand the other speaker some of the time. Sometimes answers questions appropriately. Clarifies or asks for repetition relatively frequently. | Demonstrates the ability to understand the other speaker most of the time and usually answers questions appropriately. May sometimes need repetition. | Demonstrates a strong and consistent ability to understand the other speaker and to answer questions appropriately. |
| Fluency / Communication Strategies | There are frequent, long pauses. The conversation lacks flow. Communication is slow and difficult. | The conversation does not flow very well. There are frequent pauses, which often slow and impede communication and flow. | The conversation flows well some of the time. There are relatively frequent pauses, which impact communication / flow some of the time. | The conversation flows well most of the time. There are some pauses, but they are usually brief and do not significantly impede communication. | The conversation flows well. There are few, if any pauses. |
| Content | Content lacks logic. Answers usually do not make sense within the context of the conversation. Student sometimes (or frequently) falls into use of other languages for communication. Student demonstrates low fluency / ease of expression for this age. | Content often lacks logical and/or is under-developed. Answers often do <i>not</i> make sense within the context of the conversation. Student may occasionally fall into use of other languages for communication. Student demonstrates fairly low fluency / ease of expression for this age. | Content is sometimes logical and well-presented, but often under-developed. Answers sometimes make sense within the context of the conversation. Student demonstrates partial fluency / ease of expression for this age. | Content is usually logical and well-presented. Answers often make sense within the context of the conversation. Student demonstrates a fairly strong level of fluency / ease of expression for this age. | Content is usually logical, well-presented, and well-developed. Answers and questions make sense within the context of the conversation. Student demonstrates a high level of fluency / ease of expression for this age. |

White Pine Charter School – Technology Presentation Rubric

| | Poor 1 | Needs Improvement 2 | Good 3 | Very Good 4 | Excellent 5 |
|---|--|--|---|---|--|
| Content | Content is inaccurate and information is not presented in a logical order, making it difficult to follow | Some of the content is questionable and/or information is not presented in a logical order, making it difficult to follow. | Content is accurate but information is not presented in a logical order, making it difficult to follow. | Content is accurate and some content is presented in a logical order, but is still generally easy to follow. | Content is accurate and information is presented in a logical order. |
| Slide Creation | Presentation has no flow. No tools used. Insufficient number of slides. | Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of sides | Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides. | Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting. | Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides. |
| Slide Transitions | No transitions used. | Very few transitions are used and/or they distract from the presentation. | Smooth transitions are used on some slides. | Smooth transitions are used on most slides. | Transitions are smooth and interesting. Transitions enhance the presentation. |
| Pictures, Clip Art & Background | No images. | Only a few images are used and typically images are not related to subject. | Most images are appropriate. | Images are appropriate, but layout / formatting of some of the images could be improved. | Images are appropriate. Layout of images is pleasing to the eye. Images enhance the presentation |
| Use of Graphs, Charts & Tables | No charts, graphs or tables were included in the presentation.. | At least 2 - 3 charts, graphs, or tables are included, but 2 or more tables do not relate to subject content and/or have information that appears to be inaccurate. | At least 2 - 3 charts, graphs, or tables are included and are appropriate. Most information appears to be accurate, but the placement of some / all of the table(s) is illogical, out of order, or distracting. | At least 3 charts, graphs or tables are included. All are appropriate and include accurate information, but the placement OR formatting of 1-2 tables is illogical, out of order, or distracting. | 4 or more charts, graphs, or tables are included. All are appropriate and include accurate information. Their placement and formatting is appropriate and they enhance the presentation. |
| Use of Spreadsheet(s) to Create Graphs or Charts | No charts or graphs were included in the presentation. | At least 1 chart or graph was included in the presentation, but the teacher can confirm that none of the included charts / graphs were created using Excel or another spreadsheet program. | Student's teacher can confirm that Excel or another spreadsheet program was used to create 1 graph or chart used in the presentation. | Student's teacher can confirm that Excel or another spreadsheet program was used to create 2 or more graphs or charter used in the presentation. | Student's teacher can confirm that Excel or another spreadsheet program was used to create 3 or more graphs or charter used in the presentation. |

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 be 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

White Pine Charter School
April 17, 2014

Enrollment Preference

Enrollment preference shall be given in the following order: first, to students already enrolled; second, to children of School Founders and Full-time Employees, not to exceed 10% of the school's maximum enrollment; third, to siblings of students already enrolled; fourth, to students residing within the school's primary attendance area, and-fifth, to all other students by lottery or other random method.

Defined

School Founder status is granted to the individuals listed in School Policy JFA1.

Employees working at least 20 hours a week are considered full-time employees.

Siblings are one of two or more individuals having a common parent or legal guardian.

Annual Lottery

Each year a lottery will be held on the third Tuesday of April. The Lottery will be conducted in a meeting that is open to the public and advertised In advance to give parents and community members the opportunity to attend. The Lottery results will determine placement for the following school year.

All families requesting enrollment of a new student by the enrollment deadline will be included in the lottery. Any families applying for enrollment after the enrollment deadline will be added to the Lottery Pool for inclusion in the next lottery cycle. Families that apply after the lottery are added to the bottom of the final selection list, which is often referred to as the "waiting list". Status changes can occur during the year; usually this occurs when a student is enrolled mid-year and has a sibling – that sibling moves to the bottom of the sibling list if s/he was previously on a lower priority list.

Enrollment will be offered and waiting lists will be established based on the lottery number in the following order of priority:

1) Founders' Children (See Attachment B) & Employees 2) Siblings 3) Open Enrollment

a. For instance, if a founder/employee *student* with no siblings in WPCS received a lottery number of 87 they would be offered enrollment when 87 became the next number on the Founder list .

b. If there was a waiting list for one of their requested classes they would be offered enrollment in that class when 87 was the next number on Founder/employee waiting list for that class. * If the 10% cap for founders/employees preferential enrollment allotment has been reached, any founders still remain on the Founders list will automatically move to the next appropriate list and be placed into the position indicated by their lottery number. For instance, if the founder family with lottery number 87 was not offered enrollment before the preference allotment was reached they would then be placed on the Open Enrollment list and offered enrollment when number 87 was next on the list.

IDAPA 08.02.04 sets out model admission procedures for Idaho's Charter schools.

Appendix H: Enrollment Policy

Lottery Notification

The enrollment deadline will be 4 p.m. on the Monday afternoon before the lottery.

Enrollment information will be posted in both English and Spanish for at least 90 days prior to the enrollment deadline.

Press releases will be posted to media outlets in the area on at least three occasions, beginning not later than fourteen days prior to the enrollment deadline.

Placement Decision Changes

White Pine Charter School reserves the right to amend placement decisions due to unexpected circumstances in accordance with Idaho Code and Statutes.

Appendix I: Public Charter School Closure Protocol

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:

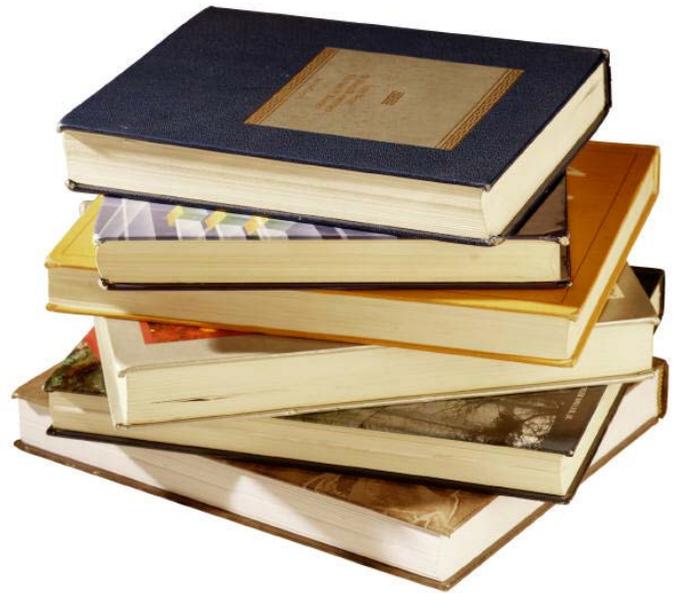
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools 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.

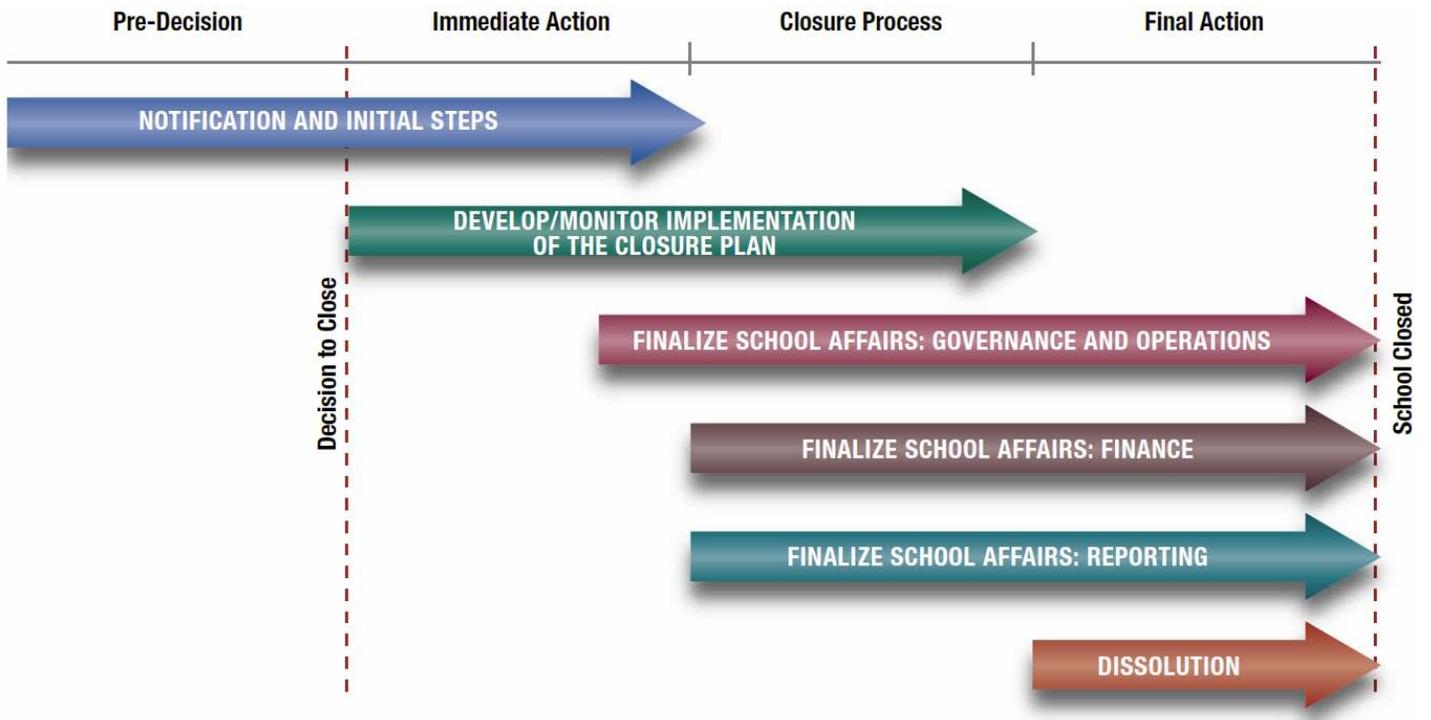
Endnotes

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 |
|--|-------------------|-------------------------|----------|--------|
| <p>Meet with PCSC and SDE staff</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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 |
|--|-------------------------|-------------------------|----------|--------|
| <p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • 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 | | | |
| <p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p> | School | | | |

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>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.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>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.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> 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. Determine where records will be stored after dissolution. | School | | | |
| <p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete 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: <ul style="list-style-type: none"> 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. Document the transfer of records to include: <ul style="list-style-type: none"> 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 | | | |
| <p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through 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 <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 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). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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 <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. 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: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 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: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>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.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> 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 | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | 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